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ABSTRACT

This survey takes into consideration population growth, past enrollments, and resident live births in its projection of school district building needs. The existing facilities -- two elementary schools, an intermediate school, and a junior-senior high school -- are examined and the functional capacity of each building determined. Recommendations are made for (1) reorganizing usage and the remodeling of existing school buildings, and (2) site acquisition and construction of a new building to house 1,000 students. Costs of the suggested remodeling and the new construction are roughly estimated. The amounts of State aid and local taxation necessary to complete the project are estimated, and a timetable for action is proposed. Tables, charts, maps, and floor plans accompany the text. (MLF)

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SCHOOL BUILDING SURVEY

Homer Central School District
Homer, New York

March, 1970

EA 003 494

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdy Station, Westchester County, New York

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1

POPULATION GROWTH AND ENROLLMENTS

Geographical Areas Involved

The geographical areas involved include the Village of Homer, New York; the Towns of Homer and Scott, New York; and adjacent portions of the Towns of Preble, Truxton, Cortlandville, Sempronius, Groton, Summerhill, and Spafford, New York. A map of the area delineating school district boundaries (Map 1) follows.

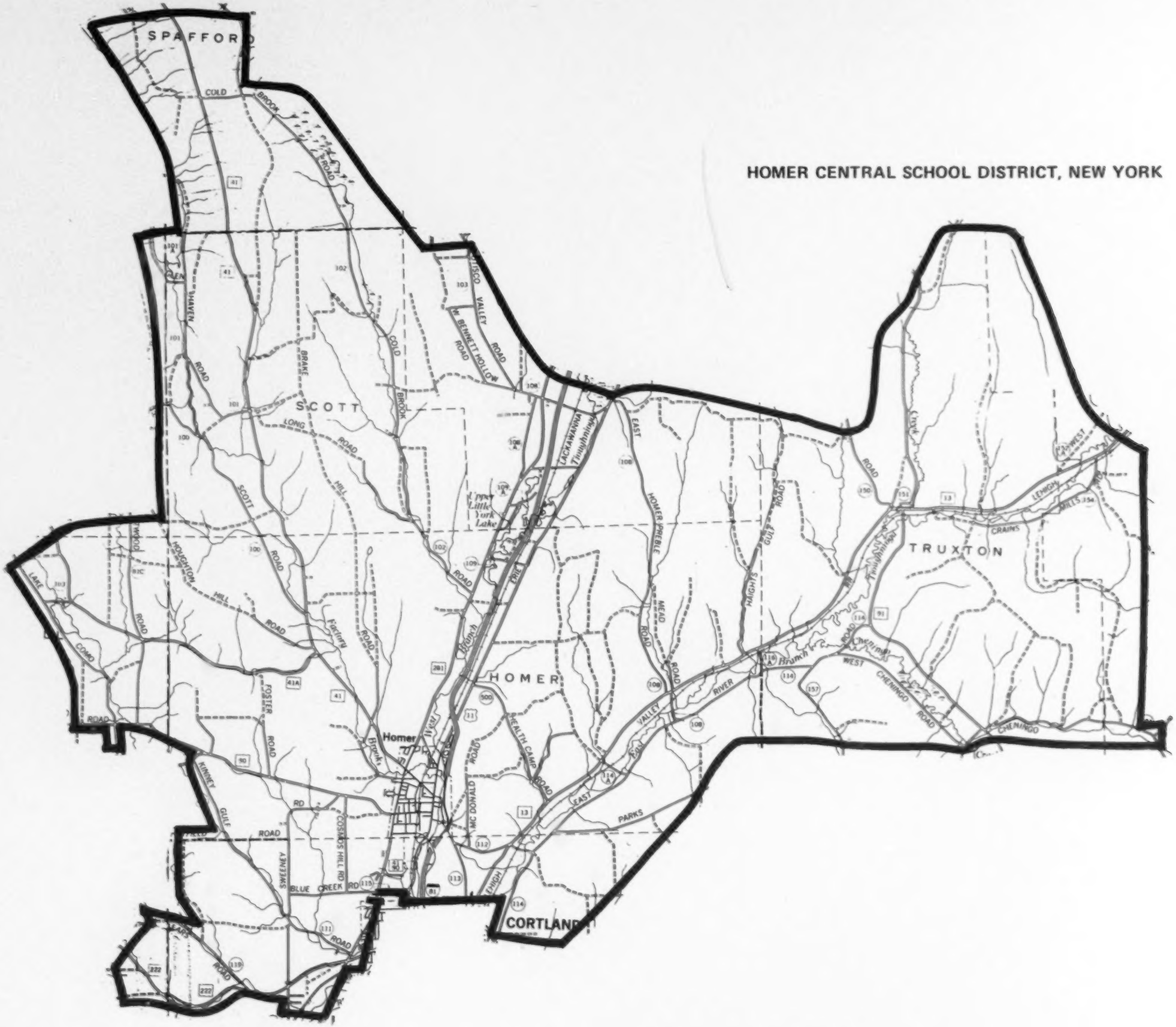
Location of the Area Involved

The area involved is located immediately north and west of the City of Cortland, New York. It extends approximately 15 miles north of the Cortland city line, approximately 11 miles east and 8 miles west of Highway 81. Boundaries are irregular and, to some degree, follow natural land contours.

External Factors Affecting Population Growth of Area

The area is bisected by Highway 81 which is a limited-access expressway engineered for high-speed travel and is the primary north-south arterial between the Syracuse industrial complex to the north and the Tri-City complex to the south. Travel time to downtown Syracuse is approximately 25 minutes from the north-south midpoint of the area. Travel time to the Tri-City complex which includes Binghamton, Johnson City, and Endicott, New York, is approximately 45 minutes.

HOMER CENTRAL SCHOOL DISTRICT, NEW YORK



MAP 1

There are two primary factors external to the area which will significantly affect future area residential construction and population growth. These are delineated as follows, together with appropriate comment.

A. Industrial Growth of the City of Cortland

The City of Cortland and immediately adjacent area have shown a consistent growth in industrial electric output over the past five years. This has averaged approximately four per cent per year. This is a healthy growth rate and has resulted in increased commercial construction with the attendant side effects of increased employment and population growth.

The City of Cortland has reached, for all practical purposes, a saturated residential housing situation, with the result that people moving into the area must seek housing outside the boundaries of the city.

As a result, and because of relatively easy accessibility and desirable building locations, it can be anticipated that residential construction will accelerate within the boundaries of the Homer Central School District, principally in the Towns of Homer and Cortlandville (Map 2 following).

B. Proximity to the City of Syracuse, New York

The construction of Highway 81 has resulted in ready accessibility to downtown Syracuse from the northern portions of the school district, principally that area lying within the Town of Preble.

Residential construction has expanded to the north, east, and west of midtown Syracuse. A movement to the south is already indicated, brought about through the changing character of the city, including scarcity of desirable residence housing and the vigorous growth of industry and commerce. This southward movement can be expected to continue and accelerate.

Other Contributing Factors Indicating Growth in Residence Construction

A. Probable long-range availability of desirable residential building locations within the boundaries of the school district.

B. Easy accessibility to recreation facilities both summer and winter.

C. Favorable climatic conditions, including elevation and minimal air pollution.

MAP 2

POTENTIAL RESIDENTIAL GROWTH AREAS

HOMER CENTRAL SCHOOL DISTRICT, NEW YORK

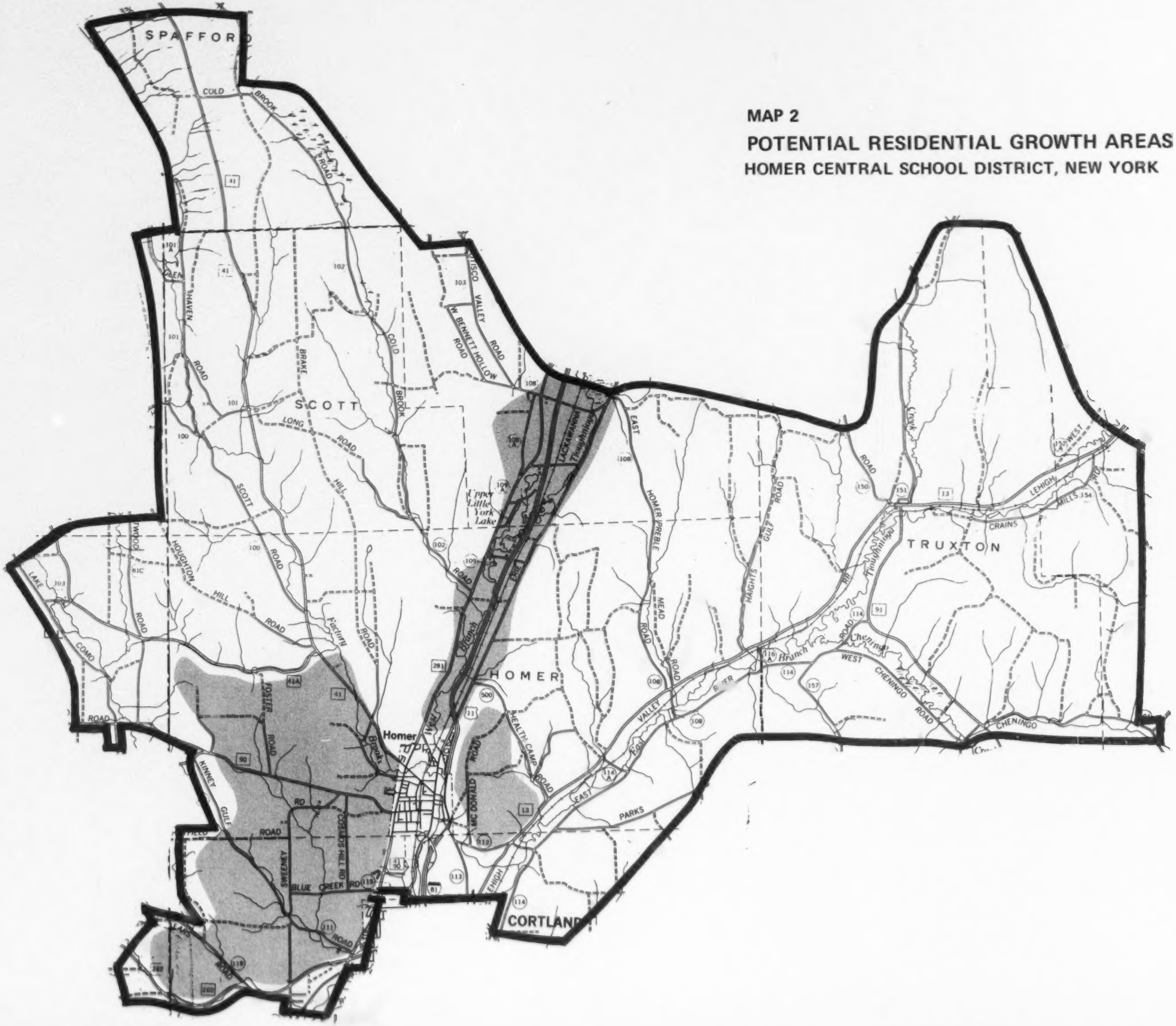


Table 1
RESIDENTIAL GROWTH RATES
Homer Central School District

Villages and Towns Included in District	New Residential Permits Issued 1965	1966	1967	1968	1969	Total 1965-69	Average Per Year	Known Development Potential	Minimum 5-Year Projection 1970 to 1975
Village of Homer	13	12	18	14	10	67	13.4		50
Town of Homer	10	17	19	11	13	70	14.0	80	200
Town of Cortlandville	8	10	10	12	14	54	10.8	51	175
Town of Preble	0	4	7	3	13	27	5.4		75
Town of Scott	Data not reliable and of minimal effect								
Portions of Towns of:									
Truxton			"						
Sempronius			"						
Groton			"						75
Summerhill			"						
Spafford			"						
Total Reliable Data For School District	31	43	54	40	50	218	43.6		575

Anticipated Growth

Table 1 shows the growth in each of the component districts during the past five years. Only those portions lying within the school district were included. The last column shows the anticipated growth in each area during the next five years. Enrollment projections have been made which reflect this growth.

Past School Enrollments

Enrollments in the public schools have been increasing gradually over the years. The record for the past five years is contained in Table 2 and also shown in Chart 1. This table shows the combined enrollments for Homer, Glen Haven, and Truxton Schools. The enrollment for 1969-70 is 350 pupils greater in number than the corresponding enrollment in 1965-66. The average yearly increase over this time span was 88. Between 1965-66 and 1966-67, the increase was 83; corresponding figures, in order, for subsequent years were 87, 2, 178. Obviously, while the average was maintained and for two years the data were quite close to it, in two other years circumstances caused some wide variation.

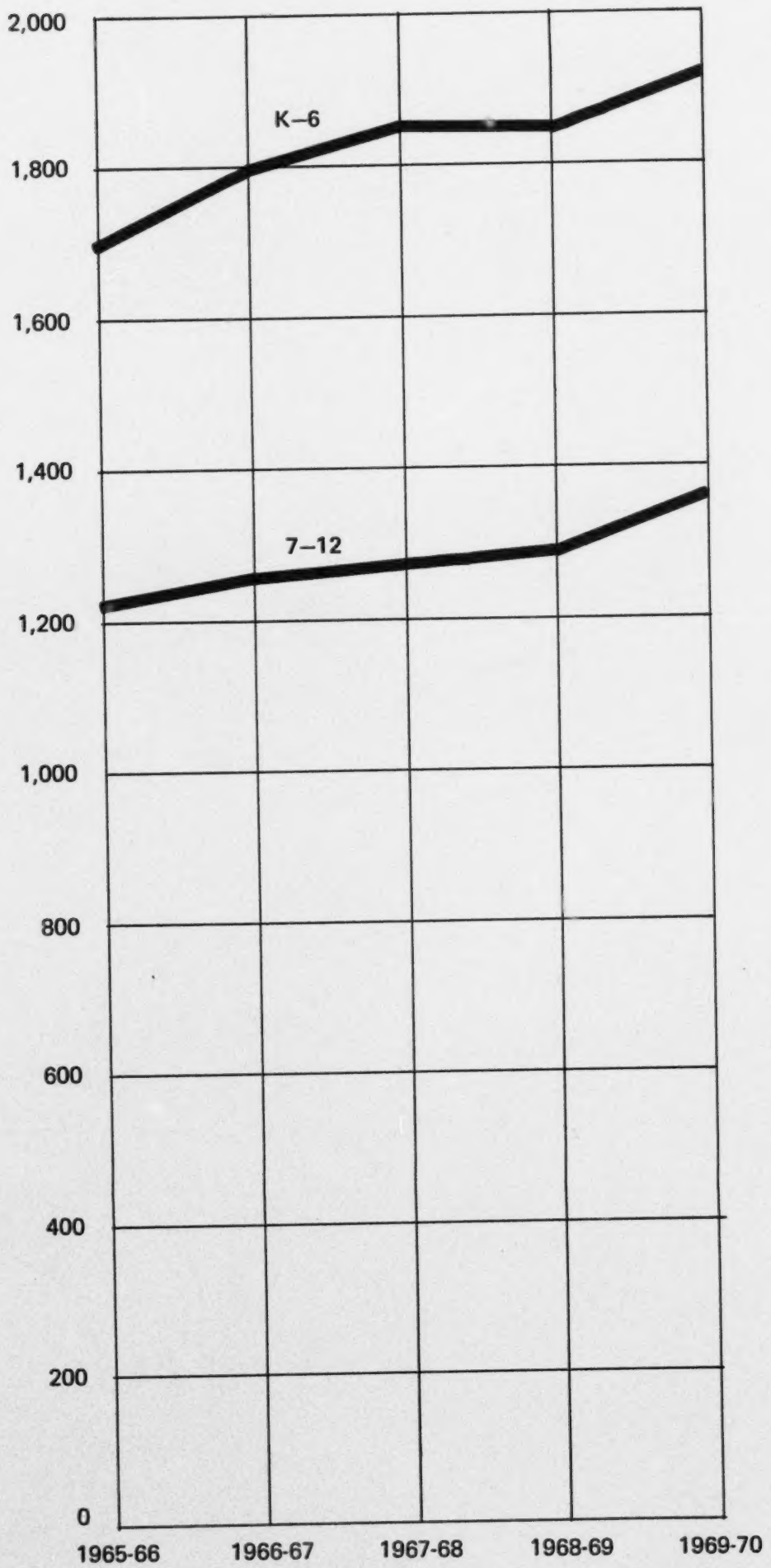
Table 2
PAST ENROLLMENTS BY GRADE
Homer Central School District
1965-66 through 1969-70

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-3	4-6	7-12
1965-66	250	291	245	239	231	241	211	237	255	207	179	196	190	1,025	683	1,264
1966-67	280	284	274	241	237	236	229	233	241	243	203	178	176	1,079	702	1,274
1967-68	284	319	277	290	222	241	224	237	222	231	228	194	173	1,170	687	1,285
1968-69	249	322	284	270	271	203	247	244	237	205	215	219	178	1,125	721	1,298
1969-70	274	311	306	291	282	268	207	262	237	243	205	220	216	1,182	757	1,383

CHART 1

ACTUAL ENROLLMENTS IN K–6 AND 7–12

HOMER CENTRAL SCHOOL DISTRICT



Range of the Projection

In the same way, enrollment projections are based on averages, on typical trends. While in any given year they may yield results which are slightly off, they will project in the main the pupil enrollments in the years ahead. They are sufficiently accurate to provide a firm basis for analyzing school plant needs for the next ten-year period and to undertake planned improvement in the buildings. It should be expected, however, that there will be some slight yearly variations from these projections. For example, pupils who are retained in grade may appear in one grade group rather than another. Therefore, all projected figures should be interpreted with reasonable tolerances in mind. Individual grade projections might vary by 15 students, but the total grade group, due to self-canceling effects, could vary by about 40 during the first five years and by 80 during the last five of the projection period.

Births

Pupils who attend schools come to the community by birth or through the movement to the community of their families. In the first section of this report, the movement into the community, largely through the development of new housing, has been estimated. However, in stable communities like those which feed the Homer Central School District, births to residents have a strong effect upon enrollments in the early grades.

Table 3 and Chart 2 show the records of births to residents of Homer Village, Cortlandville, Homer, Preble, Scott, and Truxton for the years 1953-67. It is recognized that some parts or all of other towns are included in the school district and that only about half of Cortlandville is in the district, but these data do form a reasonable basis on which to estimate births to parents residing in the district.

Table 3
RESIDENT LIVE BIRTHS
Homer Central School District Area
1953 - 1967

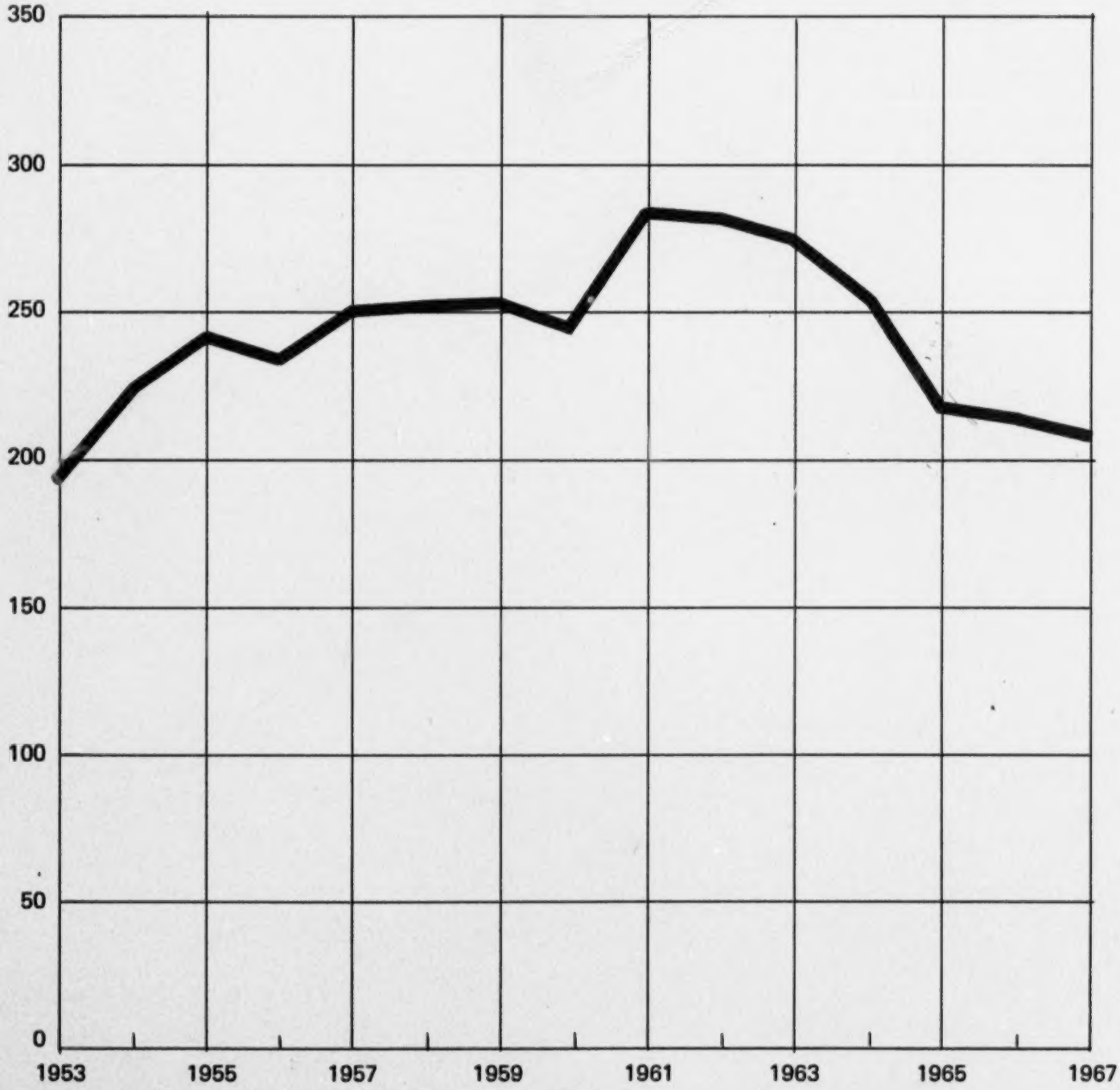
Year	Homer Village	Cortland-ville	Homer	Preble	Scott	Truxton
1953	60	80	53	21	7	14
1954	78	94	53	12	11	23
1955	74	101	66	25	12	15
1956	101	93	34	23	13	17
1957	83	107	66	22	9	16
1958	90	100	50	24	18	20
1959	88	92	68	15	14	20
1960	81	117	48	29	9	19
1961	98	97	74	23	15	26
1962	83	110	76	31	8	28
1963	93	97	58	35	14	27
1964	79	109	54	32	13	23
1965	63	92	45	33	11	21
1966	64	115	39	24	10	20
1967	55	114	55	23	7	12

CHART 2

BIRTHS*

HOMER CENTRAL SCHOOL DISTRICT

1953 THROUGH 1967



*Homer Village, one half of Cortlandville, Homer, Preble, Scott, and Truxton.

This record of births has been compared with kindergarten enrollments five years later and with first grade enrollments six years later (see Table 4). There appears to be closer agreement between birth and first grade data than between birth and kindergarten data. This is not unusual since kindergarten does not fall within the required legal years of school attendance; therefore, some parents whose children will go eventually to independent or parochial schools may not always enroll them.

Table 4
COMPARISON OF BIRTHS TO KINDERGARTEN
AND GRADE ONE ENROLLMENTS
Homer Central School District

Birth Year	Total Births*	Kg. Enrollment 5 Years Later	Kg. Enrollment As % of Births	Grade 1 Enrollment 6 Years Later	Grade 1 Enrollment As % of Births
1959	251	-	-	291	116
1960	245	250	102	284	116
1961	285	280	98	319	112
1962	281	284	101	322	115
1963	276	249	90	311	113
1964	256	274	107	-	-

* Total births include Homer Village, Homer, Preble, Scott, Truxton, and one half of Cortlandville births.

In any event, the first grade enrollment in Homer Central School District appears to follow trends in numbers of births. A review of the chart showing births indicates a drop in births between 1964 and 1965. One might therefore anticipate a drop in the size of grade one between 1970-71 and 1971-72. Other factors, however, including the growth of trailer courts with their attendant young children, serve to minimize these downward movements of the enrollment in these grades. The exact projection will be reviewed in a later section.

Relationship between Kindergarten and Grade One Enrollments

The majority of pupils in grade one have been promoted from kindergarten during the previous year. Some have been retained in grade one rather than promoted. The relationship of these numbers is shown in Table 5. From these data, it may be seen that the number retained in grade one approximates 50 and that there is in 1969 no longer a reduction in the size of the kindergarten class as it moves to grade one, but a slight increase instead. Both of these factors lead one to believe that grade one enrollments will differ from the prior year's kindergarten enrollments by an increased amount. Similar reasoning causes one to add increasing amounts to birth data in order to project grade one enrollments. The projection of grade one and kindergarten enrollments is shown in Table 6.

Table 5
KINDERGARTEN AND GRADE ONE ENROLLMENTS
Homer Central School District
1965-66 through 1969-70

Year	Kindergarten Enrollment	Retained From Prior Grade 1	Theoretical Grade 1	Year	Actual Grade 1	Actual Exceeds Grade 1 Theoretical
1965-66	250	41	291	1966-67	284	- 7
1966-67	280	40	320	1967-68	319	- 1
1967-68	284	48	332	1968-69	322	-10
1968-69	249	52	301	1969-70	311	+10
1969-70	274					

Table 6
ESTIMATION OF KINDERGARTEN AND GRADE ONE ENROLLMENTS
Homer Central School District
1964-1973

Year	Births	Year	Grade 1	Prior Grade 1 Retained	Estimated Net Migration	Year	Kindergarten
1964	256	1970	319	45	0	1969	274
1965	219	1971	292	45	2	1970	245
1966	215	1972	293	45	5	1971	243
1967	209	1973	292	45	7	1972	240
1968	217	1974	305	45	10	1973	250
1969	227	1975	320	45	15	1974	260
1970	237	1976	335	45	15	1975	275
1971	247	1977	350	45	15	1976	290
1972	257	1978	365	45	15	1977	305
1973	267	1979	380	45	15	1978	320
						1979	335

Parochial Schools

Enrollments in parochial schools are expected to have a negligible effect upon public school enrollments in Homer Central School District. There are 58 pupils enrolled in St. Mary's School from Homer District in six grades. This amounts to an average of only about 10 students per grade. There are no indications that this number will change appreciably in the years ahead.

Enrollment Projections

The projected grade-by-grade enrollments are shown in Table 7 and in Chart 3. The enrollments in kindergarten through grade three are expected to remain relatively stable; for a while the inward movement of families with children and the decrease in births will tend to balance each other. However, births are estimated to increase again, with a resultant upward movement toward the late seventies.

Table 7
ESTIMATES OF ENROLLMENTS
Homer Central School District
1970-71 through 1979-80

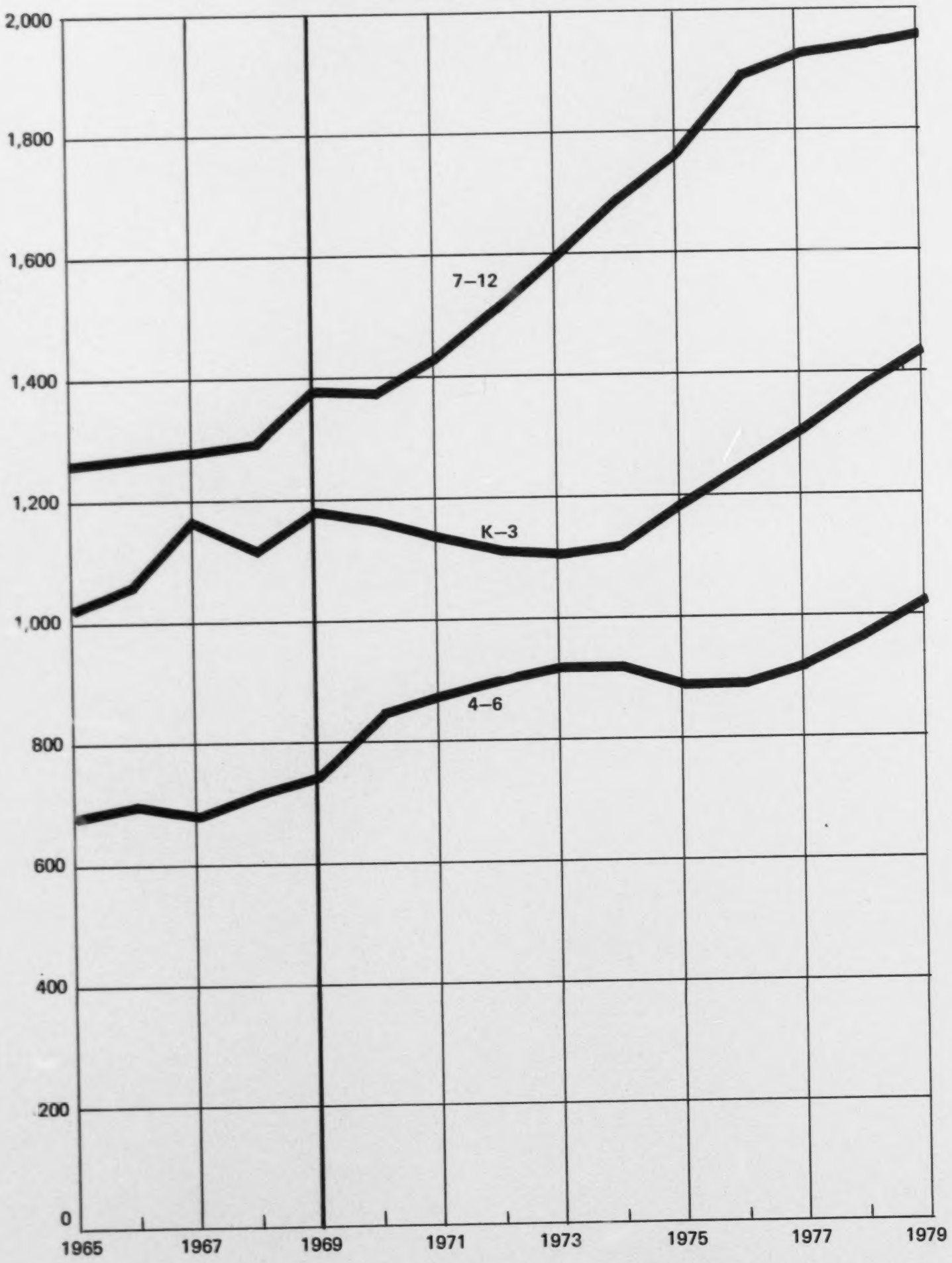
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-3	4-6	7-12	Total
1969-70	274	311	306	291	282	268	207	262	237	243	205	220	216	1,182	757	1,383	3,322
1970-71	245	319	295	309	292	279	270	224	258	235	239	206	215	1,168	841	1,377	3,386
1971-72	243	292	305	300	311	290	282	288	221	256	231	240	201	1,140	883	1,437	3,460
1972-73	240	293	280	312	303	310	294	301	285	220	253	233	236	1,125	907	1,528	3,560
1973-74	250	292	283	289	317	303	315	314	298	285	218	255	229	1,114	935	1,599	3,648
1974-75	260	305	284	293	295	318	308	335	311	299	283	220	251	1,142	921	1,699	3,762
1975-76	275	320	299	295	300	297	323	328	332	312	297	285	216	1,189	920	1,770	3,879
1976-77	290	335	316	311	303	303	302	343	326	333	310	299	281	1,252	908	1,892	4,052
1977-78	305	350	333	329	320	307	308	322	341	327	331	312	295	1,317	935	1,928	4,180
1978-79	320	365	350	347	339	325	312	328	320	342	325	333	308	1,382	976	1,956	4,314
1979-80	335	380	365	365	358	344	330	332	326	323	340	327	329	1,445	1,032	1,977	4,454

Enrollments for 1969-70 are actual

CHART 3

ACTUAL AND ESTIMATED ENROLLMENTS BY GRADE GROUPINGS

HOMER CENTRAL SCHOOL DISTRICT



The enrollments in grades four through six are expected to climb to about 900 and to reach 1,000 toward the end of the next decade.

High school enrollments are expected to climb rather steadily. A glance at the enrollment data shows the large classes in the early grades which will eventually move into the upper years.

The projections appear to agree in "ball park" figures with the general estimates of building activity made earlier. The addition of 575 dwellings in the next five years will produce about 460 additional public school children. However, the smaller birth rates will offset class sizes in the early grades too. For example, in 1970-71, kindergarten is expected to be 30 children less than in 1969-70. These smaller starts would reduce totals by 120 children by 1973-74. Therefore, this would call for a net increase of about 340 children. Using 3,322 as a base, this rule of thumb would call for 3,662 in 1973-74. The detailed projection indicates 3,648 - slightly conservative.

In the next chapter, the capabilities of the present buildings for housing this population will be considered.

Student Distribution

The distribution of students is also of interest. The Homer Central School District was broken up into 10 arbitrary attendance areas. These areas were chosen because of certain real or imagined geopolitical similarities within each area. The percentage of the present student population within each area for kindergarten through grade six and grades seven through twelve was calculated as shown in Table 8. The actual percentages are shown by areas on Maps 3, 4, and 5. These data should also be studied with reference to Map 2 and Table 1 which indicated that districts 1, 2, 8, and 7 would be likely to grow most rapidly.

Table 8
STUDENTS ENROLLED - OCTOBER 1969
Homer Central School District

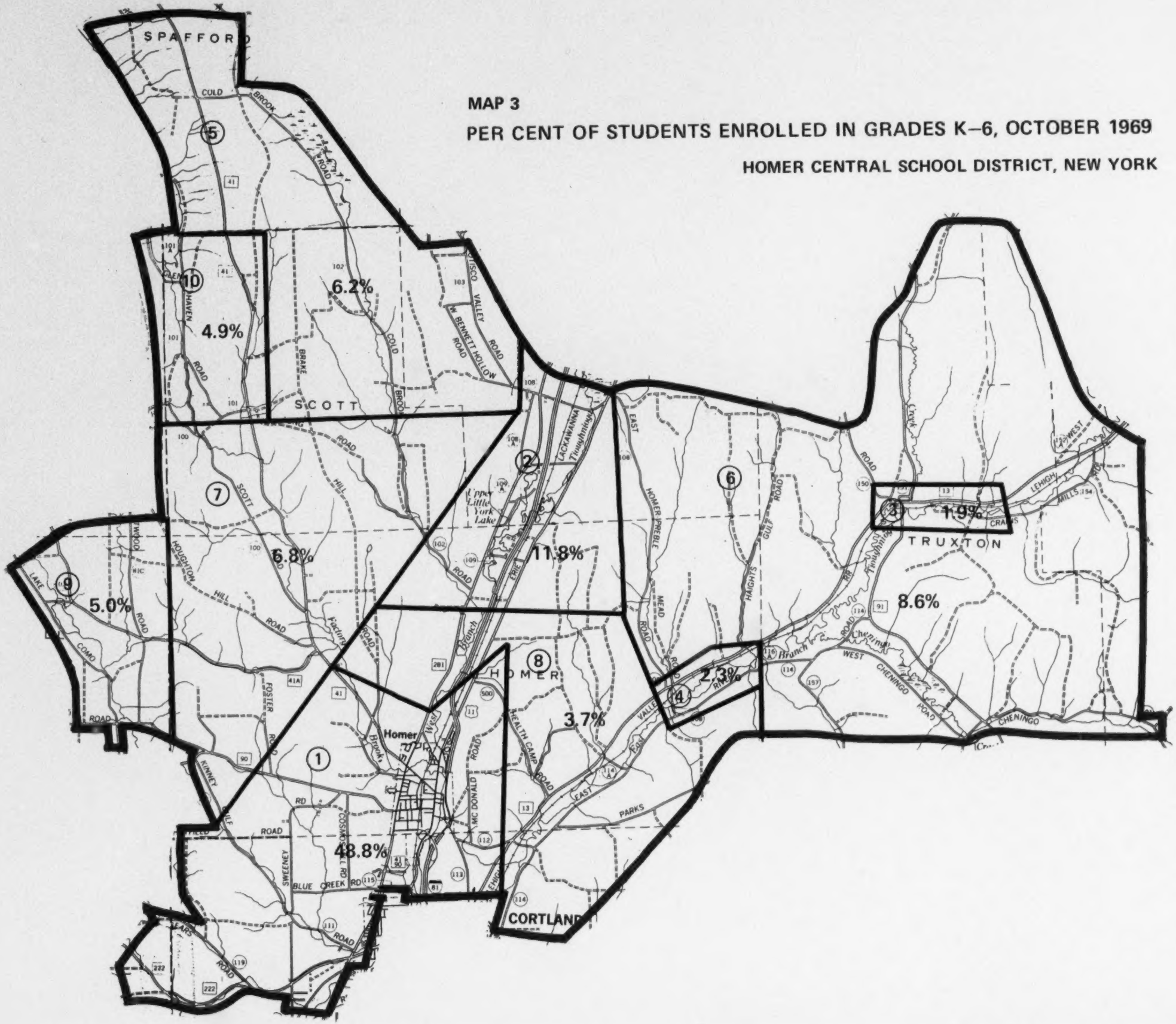
Area Code	K-6	% Total	7-12	% Total	Total Students	% Total
1	927	48.8	758	54.8	1,685	51.4
2	224	11.8	134	9.7	358	10.9
3	37	1.9	29	2.1	66	2.0
4	44	2.3	43	3.1	87	2.6
5	116	6.2	66	4.8	182	5.5
6	163	8.6	83	6.0	246	7.5
7	129	6.8	99	7.1	228	6.9
8	70	3.7	75	5.4	145	4.4
9	96	5.0	31	2.2	127	3.9
10	94	4.9	66	4.8	160	4.9
Total:	1,900		1,384		3,284	

Areas 3, 4, and 6, K-6, attend Truxton School - enrollment 244.

MAP 3

PER CENT OF STUDENTS ENROLLED IN GRADES K–6, OCTOBER 1969

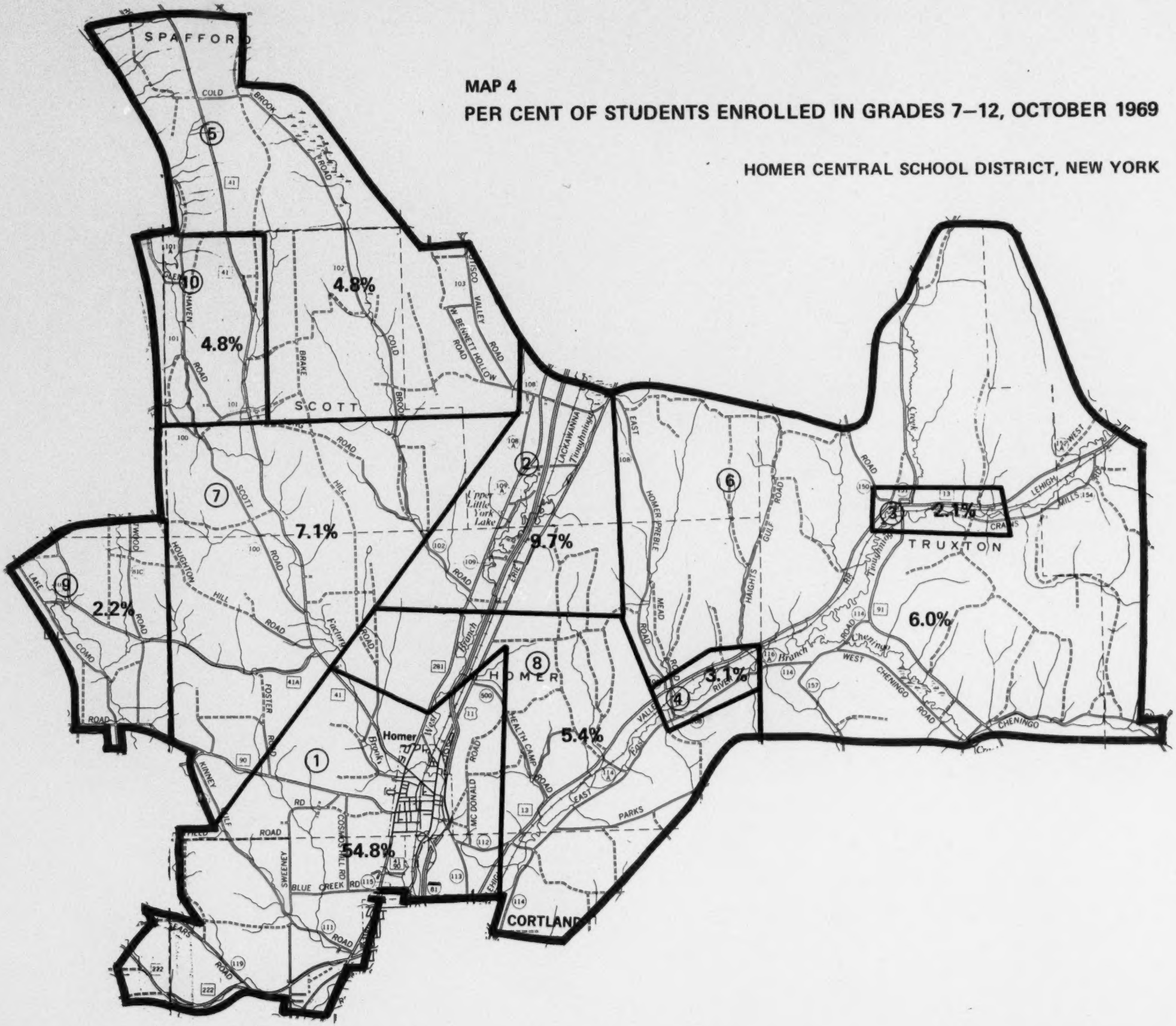
HOMER CENTRAL SCHOOL DISTRICT, NEW YORK



MAP 4

PER CENT OF STUDENTS ENROLLED IN GRADES 7–12, OCTOBER 1969

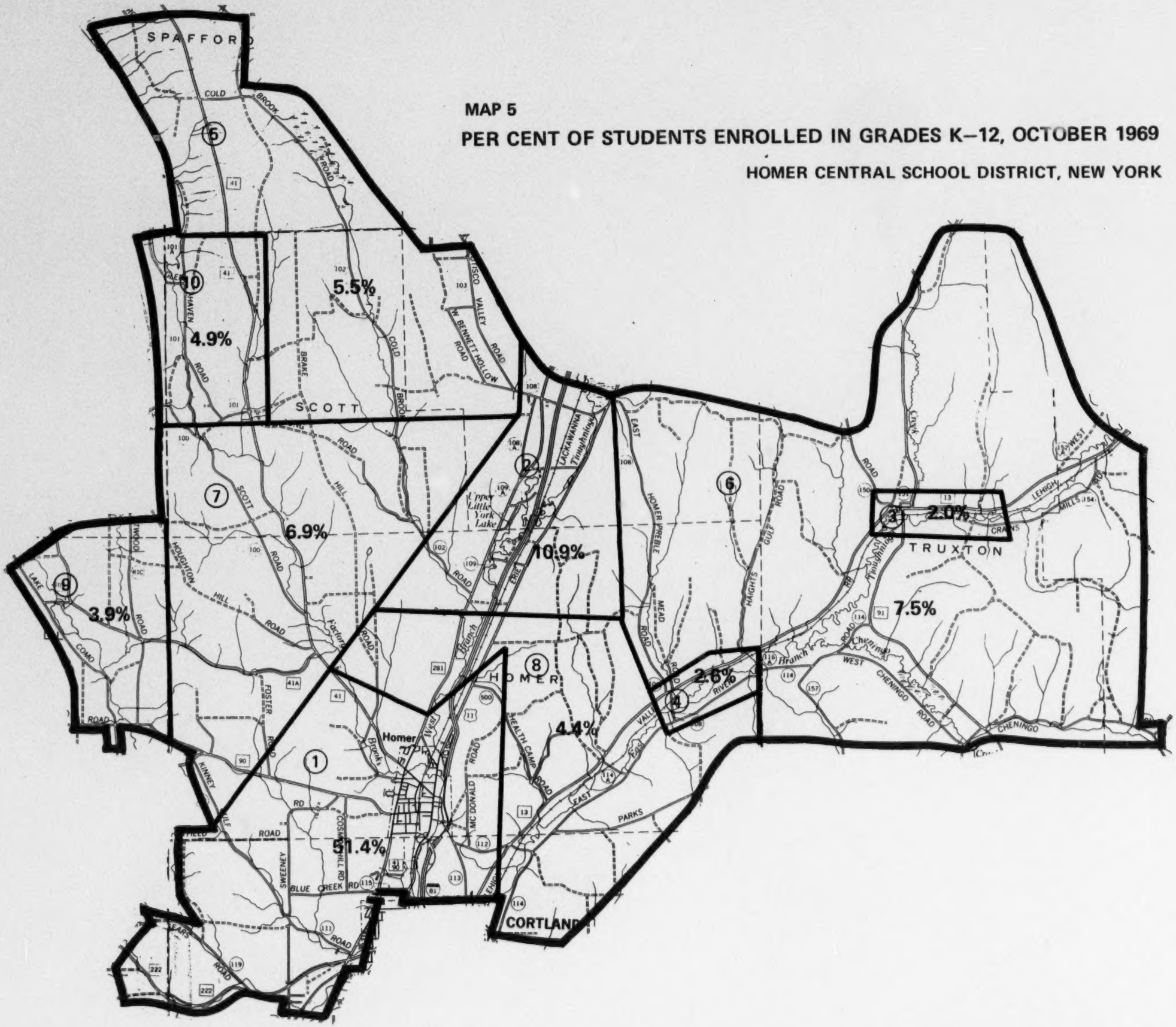
HOMER CENTRAL SCHOOL DISTRICT, NEW YORK



MAP 5

PER CENT OF STUDENTS ENROLLED IN GRADES K–12, OCTOBER 1969

HOMER CENTRAL SCHOOL DISTRICT, NEW YORK



II

PRESENT FACILITIES

In determining school building needs, it is important to know how many students at each grade level will have to be housed. In addition, the space and the suitability of spaces for a modern educational program are also essential ingredients of the analysis. In this chapter, the present facilities will be reviewed and the functional capacity of each building will be determined.

Those aspects of the present structures which appear to require improvement in order to make the building appropriate for ensuing years will also be discussed. Since space does not permit, the many elements of existing structures which are satisfactory will not be mentioned. The casual reader should not misinterpret the suggestions for improvement. The school buildings are all good and no disparagement is intended. However, there are ways in which several buildings may be improved and these are mentioned in the text.

Homer Central Elementary School

Year constructed:	1925
Additions:	1949 - 4 rooms 1951 - new wing and renovation
Site size:	5.25 acres
Grades housed:	K-3
Enrollment 1969:	1,010 students

The school site is adjacent to the green in Homer Village. It is in a generally residential area with several churches nearby. While the school is within easy walking distance of many children, many others have to be bused. Bus access is awkward because of the S-shaped street layout adjacent to the school. This street layout keeps traffic away from the school which is desirable. No off-street parking is available.

No future building additions on this site are recommended because of its small overall size.

The building contains 5 kindergarten rooms, 29 regular classrooms, a large group audiovisual room, a library, a cafeteria, and a combination gymnasium-auditorium. Allocating 25 students in each half-day kindergarten session and 25 students to each regular classroom, the building capacity is rated as follows:

5 kindergartens at 50	250
29 classrooms at 25	725
Total:	975

The state regards this building capacity as 879. If kindergartens were full-day sessions, the consultants' capacity estimate would be 850.

The building is overcrowded at present. Kindergarten and first grade class sizes are satisfactory. However, the average class size in second grade is 29 and the average class size in third grade is 28.

None of the classrooms are designed so that they may be opened into larger spaces. Yet today, especially in the primary grades, there is considerable interest in team planning and flexible approaches to grouping young children for instruction. The audiovisual room has some potential as a large group space. Rooms 221 and 222 could also be opened up for a team classroom. Some chalkboards need to be lowered to better accommodate primary grade children.

The former art room (215) is now used as a regular classroom. At least one room for art and another for music should be provided in a school of this size. Because of crowded conditions, these teachers now move from room to room. In these two special areas, because of problems with supplies and equipment, it is generally better to have the pupils come to a special space. Room 108 might be used for music, room 218 for art.

The library is located on the third floor. It is about twice the size of a regular classroom. It was formerly a science room when this building housed a secondary school. It is likely that additional space will be needed in the future in order to have provision for some individual study carrels, some small group conference and work space, and more space for use of audiovisual materials. Consider expansion into room 304.

Just as important as enlarging the library, the cafeteria also needs to be made larger. Presently half of the first grades have to eat in their rooms. There are three lunch shifts. Room 116 could also be used as a lunch room; room 111 could be used for kindergarten. Room 116 could be used by speech and reading specialists or for conferences at other times. The tray service shelf in the kitchen should be lowered to accommodate the size of the present pupil population.

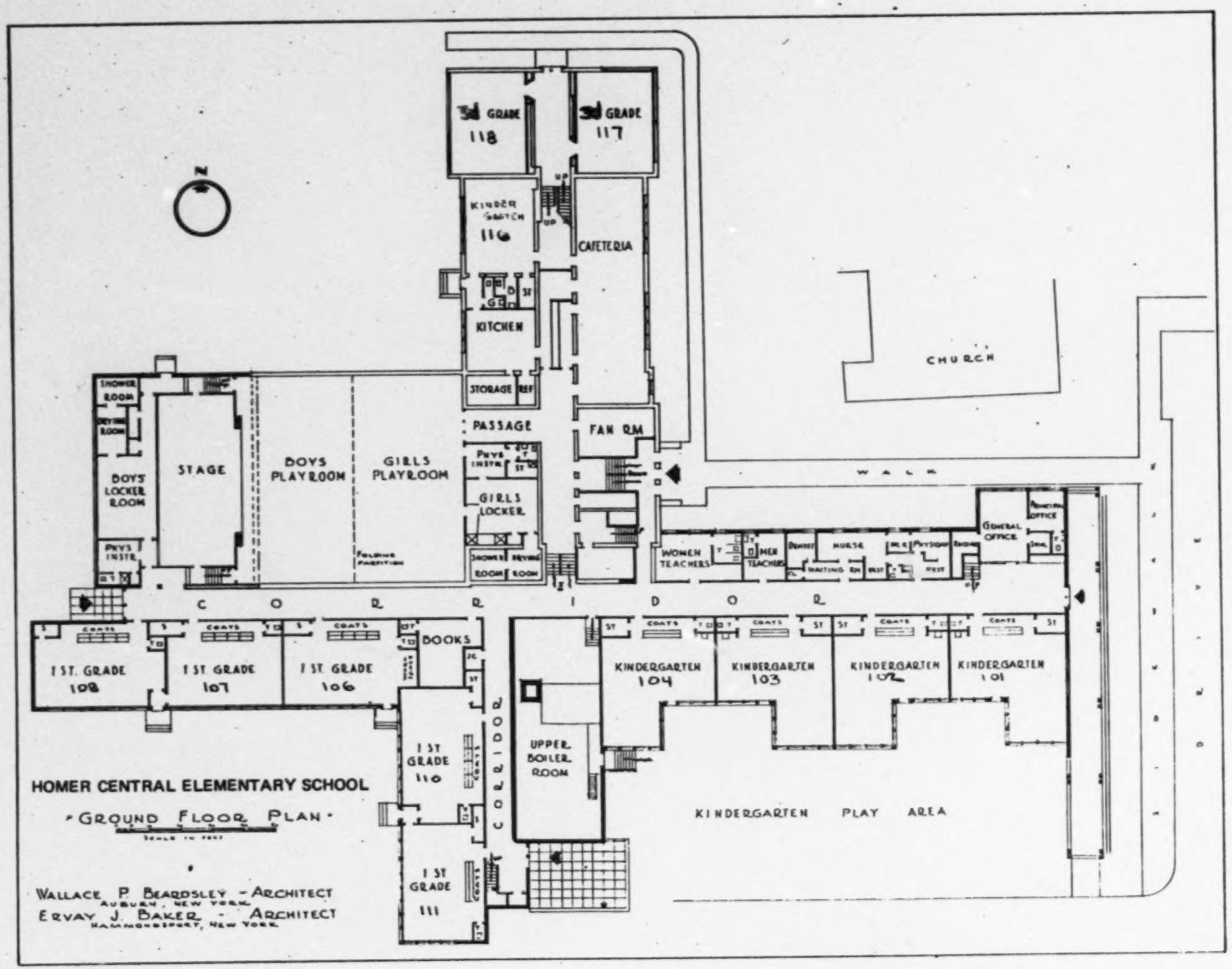
Several rooms need improved sound treatment, particularly when the class is divided into subgroups for instruction. Consider use of carpeting as an acoustical treatment which provides a good psychological atmosphere.

The gymnasium has two stations. It is adequate for a primary school of this size. The high school junior varsity also uses the space after school. The girls' locker area is no longer used and might be converted to storage space which is so very scarce in this building. The lights in the gymnasium are weak. Also, the gymnasium has some problems with achieving and holding a satisfactory temperature. Further study of its heating and ventilating system would be in order. There have also been some leaks in the gymnasium which should be permanently corrected.

Other things to be considered include an improved intercom system and student lockers for room 302.

In spite of some faults which have been noted, the building is in good repair and should continue to serve for the foreseeable future. If the suggested changes are made the building capacity would then become:

5 kindergartens at 50	250
25 classrooms at 25	625
Total:	875

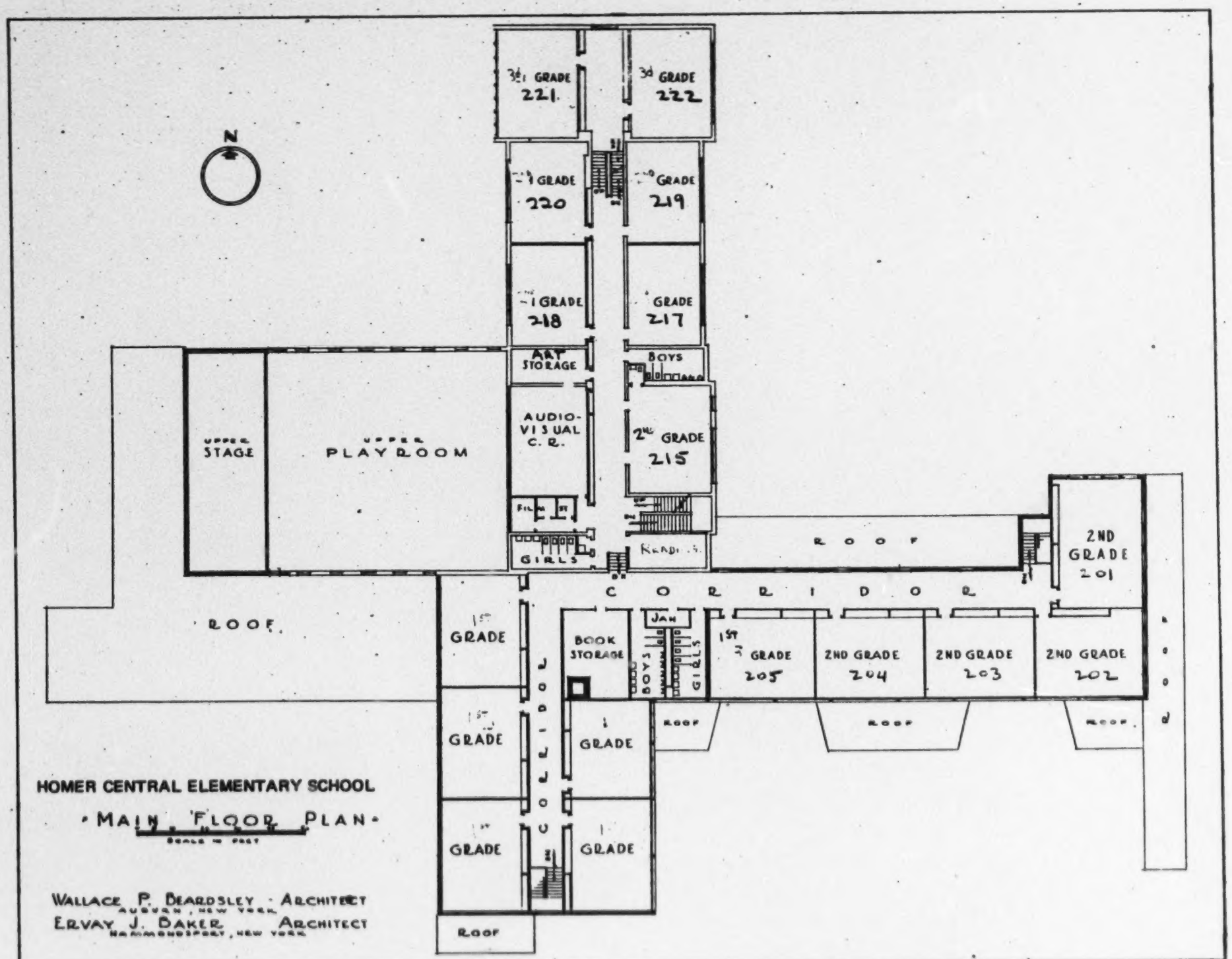


HOMER CENTRAL ELEMENTARY SCHOOL

- GROUND FLOOR PLAN -

SCALE 10 FEET

WALLACE P. BEARDSLEY - ARCHITECT
AUBURN, NEW YORK
ERVAY J. BAKER - ARCHITECT
HAMMONDSPORT, NEW YORK



HOMER CENTRAL ELEMENTARY SCHOOL

- MAIN FLOOR PLAN -

SCALE IN FEET

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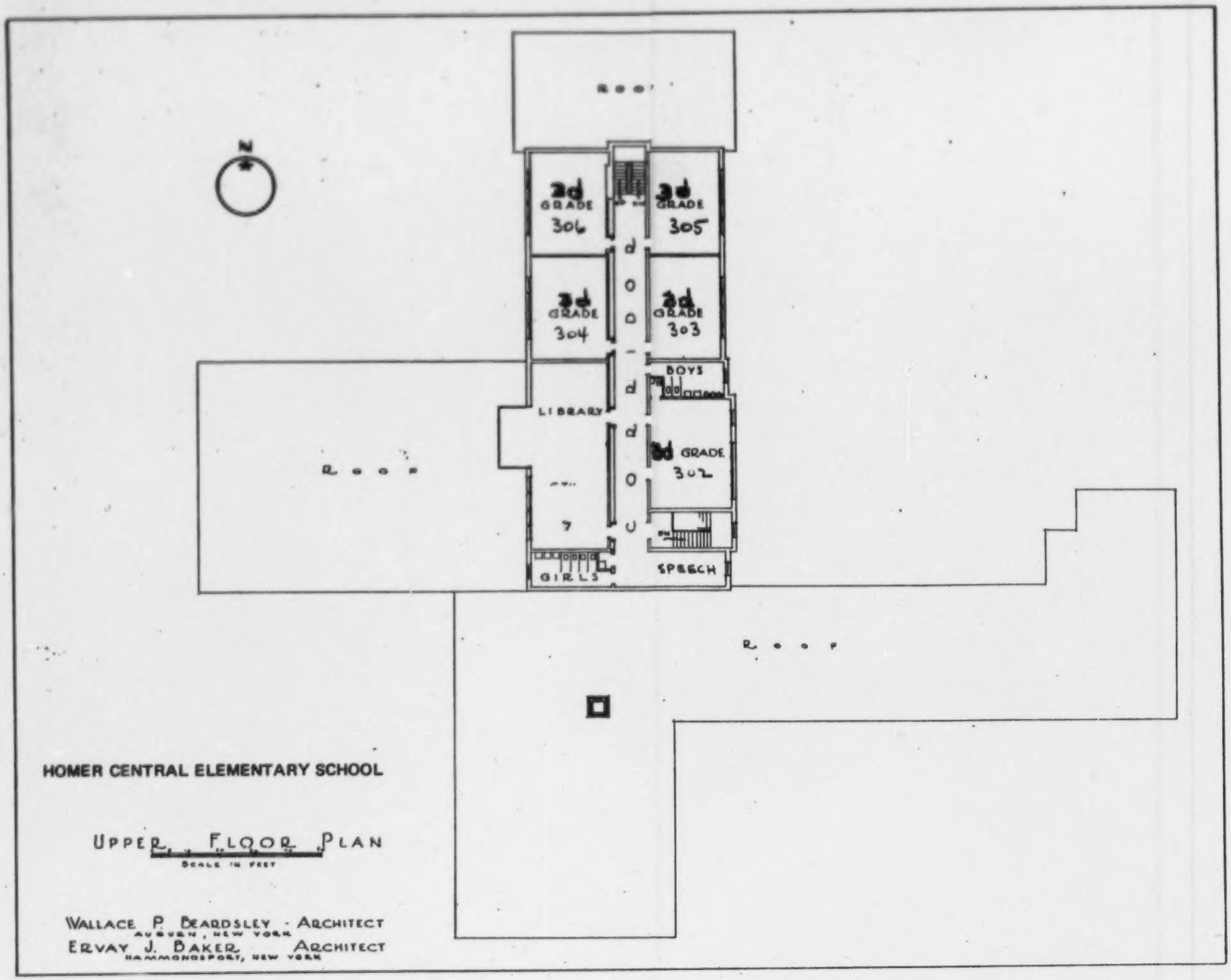
AUBURN, NEW YORK
ERVAY J. BAKER - ARCHITECT
HAMMONDSPORT, NEW YORK



HOMER CENTRAL ELEMENTARY SCHOOL

UPPER FLOOR PLAN

SCALE IN FEET

WALLACE P. BEARDSLEY - ARCHITECT
AUBURN, NEW YORK
ERVAY J. BAKER - ARCHITECT
HAMMONDSPORT, NEW YORK

Homer Intermediate School

Year constructed:	1965
Additions:	None
Site size:	26.0 acres
Grades housed:	4 through 6
Enrollment 1969:	664

The school site is on Clinton Street west of the Homer primary school. The area is generally residential. A considerable portion of the site well to the rear of the school is low-lying and not susceptible to further development. It is used as a nature study area.

Provisions for bus service and off-street parking are satisfactory.

The building contains 30 classrooms, an art room, 2 music rooms, a library, a combination auditorium-cafeteria, a large group audiovisual room, and a gymnasium. The building capacity is rated as 25 students per regular classroom, or 750 students. While the vocal music room, art room, and large group audiovisual room could all be considered classrooms and thus added to capacity, such a consideration is unwise from a curriculum point of view. A better instructional program is possible when such spaces are not included as regular classrooms. The state rated capacity is 810.

Typical classrooms in the building are generally very good. Size is satisfactory and rooms have sinks, storage, and ample electrical outlets. Incidentally, cup and paper towel dispensers should be provided. The rooms are not arranged in clusters or pods and, as a result, lack some flexibility for space and student regrouping. Opening up

some of the interior classroom walls either using a flexible divider or portable chalk- and tackboards (as in a Star divider) should be tried as an experiment. Discussions with the staff indicated a desire on their part to engage in cooperative efforts in teaching children. This team approach would require ability to alter group sizes or interchange pupils between groups on an informal basis. It strongly implies an opening up of spaces.

The audiovisual room could serve as a large group space. However, it is not as large as two classrooms if the wall between were removed.

The art room is excellent. Music space, on the other hand, is suffering from its own success. The band has now grown in size to 55 students. While the instrumental room is adequate for instruction, it is too small for band rehearsals. It also lacks instrument storage. Vocal music space is satisfactory.

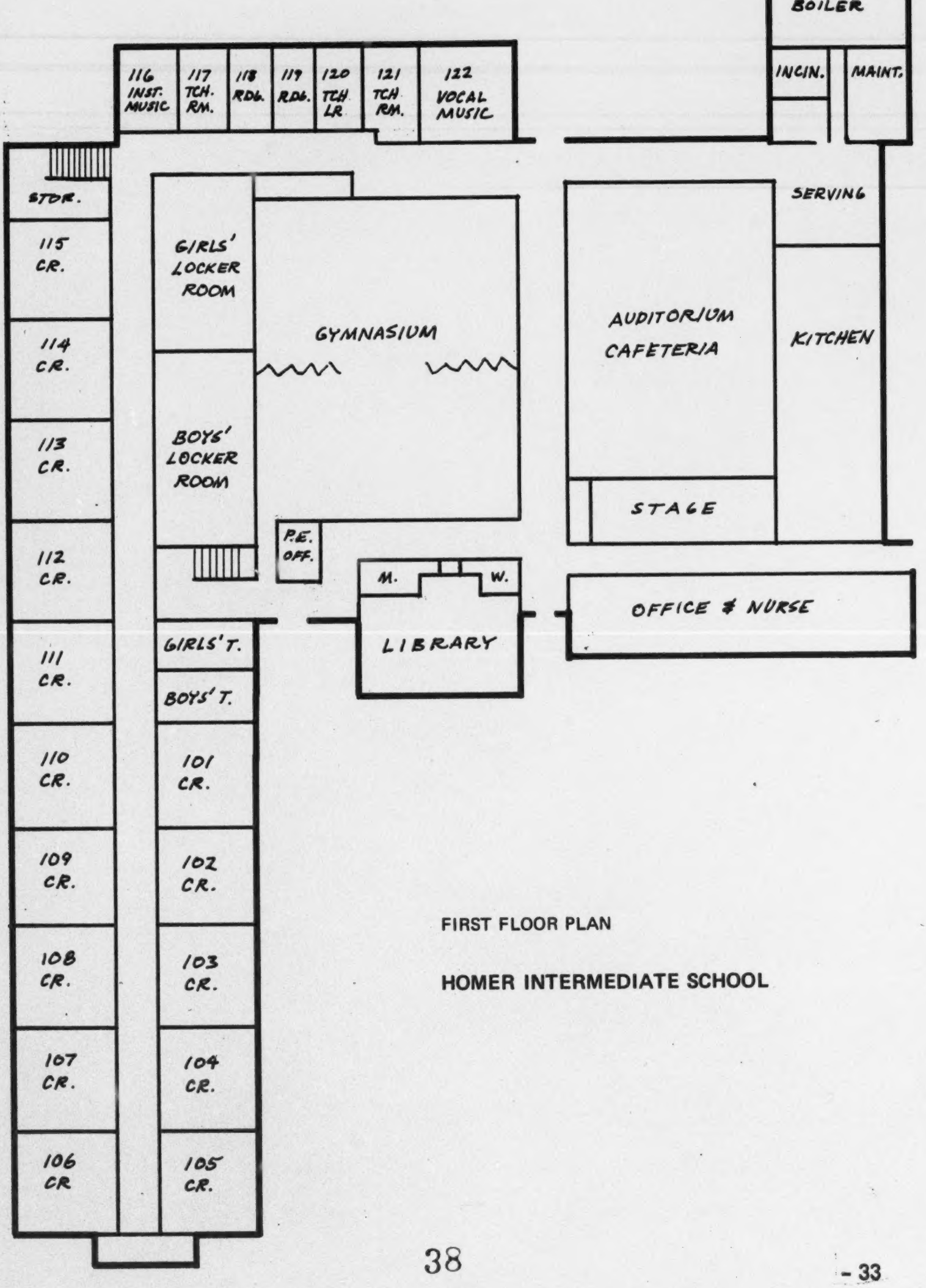
The cafeteria and kitchen function well. The auditorium has some stage problems. The stage is less than adequate for productions; people at the rear of the audience cannot see what goes on because of the angle of vision. The stage lacks an adequate wing area. Also, stage lighting is either on or off; there is no dimming control. Apparently there is also an audio problem when players are backstage. While the stage is a bit small, there is no easy way to remedy the situation at this time.

The gymnasium is satisfactory for two groups on the floor at one time. A movable divider increases the flexibility. Both boys' and girls' lockers and showers have been provided. Gymnasium storage space is limited; the balance beam doesn't fit. Better provisions for mat storage are needed too.

There are some excellent small spaces in the building for reading instruction and for outdoor education. As the number of specialists increases over the years (as seems the present trend) then more space of this type will be needed eventually.

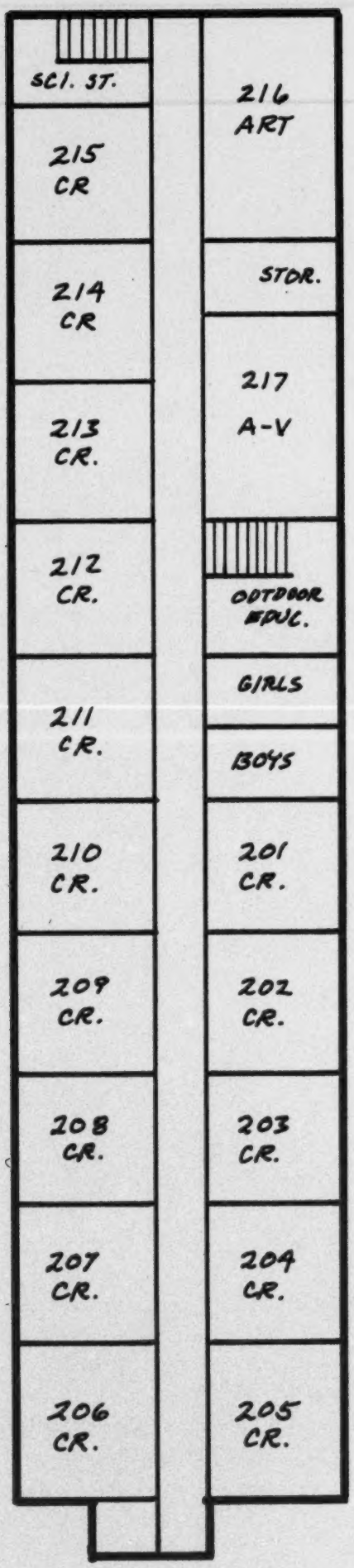
The library is about the size of two classrooms. While this was considered adequate at the time the building was designed, emerging curriculum practices require more library space. The room is carpeted which helps control sound. However, there are no spaces for small groups to work, no individual carrels for study, and space and electrical outlets are insufficient for multimedia center use. The stack space is too tall for some children and the spaces between peninsula stacks should be wider to permit more efficient use. There has been some thought of expanding the library by converting the adjacent men's and women's lavatories. This would add space but not space of the scope ultimately required for a library resource center. Two other alternatives would provide more library space. One would extend the library to the south and relocate the bus circle as required; the second alternative would take rooms 214, 215, 216, and the corridor as a new library. The door to room 213 would have to be relocated nearer to the middle stairs as would an entry to the library. The audio-visual room could be converted for art use; the present library would be used as a double classroom. Capacity of the building would remain unchanged in either plan but the second plan would eliminate an unscheduled large group audiovisual room.

In spite of the suggestions for improvement, the overall estimate of the building is very good. It would be continued in use for the foreseeable future.



FIRST FLOOR PLAN

HOMER INTERMEDIATE SCHOOL



SECOND FLOOR PLAN

HOMER INTERMEDIATE SCHOOL

Truxton Elementary School

Year constructed:	1935
Addition:	1940 - Cafeteria and shop
Site size:	3.0 acres
Grades housed:	K-6
Enrollment 1969:	243

The school site is close to the center of Truxton in a residential land area. The building is located at the top of a slight rise facing route 150. The area is open, with nearby properties residential in nature. Provisions for bus service and off-street parking are poor as there is only one access road into the site at present.

The building contains 11 classrooms, an art room, a library, a cafeteria, and a combination auditorium-gymnasium. In addition, there are three temporary classroom spaces at the south end of the site. Without the temporaries, capacity is 275.

This is the sixth year that Truxton has had an ungraded primary. The staff has continued with this organization in spite of administrative turnover and some staff changes.

While Truxton has traditionally had full-day kindergarten, last year the school had to go to half-day sessions because of crowded conditions. One of the temporaries is used for kindergarten. It is nicely equipped with rug, sink and work counter, toilet, two exits, and oil heat.

The two rooms in front of the building at the south end have had the intervening wall removed. They may now be opened for team use.

A second temporary is used for reading. It would be helpful if this kind of space were available closer to the library. This building contains no toilet space.

The third temporary is used for vocal and instrumental music. It is equipped with toilet and sink.

None of the temporary structures has an all-weather passage to the main building. While the spaces themselves are good, their relationship to the rest of the building is not satisfactory.

Regular classrooms are small. Present state standards call for at least half of the classrooms in a building to be 770 square feet or larger. Classrooms in Truxton Elementary are about 600 square feet in size. The classroom intercom system is old and no longer works.

The art room is on the second floor over the main entrance. The room is small and lacks the full range of equipment and facilities available in a larger school.

The library is about the size of one of the classrooms. It has seating for 24 and contains about 3,500 volumes. The 10-year-old standards of the American Library Association recommend minimum collections of 6,000 volumes in all schools regardless of size. A larger library would be highly desirable.

The small workroom on the second floor west is used for small group reading instruction. The space has no windows and lacks mechanical ventilation. It is not satisfactory for regular student use.

The present gymnasium-auditorium appears to have a minimum floor area for the student population. It can accommodate 30 students. However, gymnasium storage for equipment is lacking. The spectator seating area is no longer necessary now that the secondary program has been moved out of the school.

The nurse works out of a small office located on the stage; this is not a satisfactory arrangement.

The cafeteria seats 120. It has been fixed up nicely. New seating was provided last year and a new kitchen food service area was completed this year.

A large former shop area south of the cafeteria is used for general storage.

The boiler room is located in a subbasement under the girls' locker room. It contains two fairly new boilers. It lacks a second safety exit door. The building contains no evidence of fire or smoke detectors. Further, there are no smoke doors at the top of the second floor stairs. All toilets appear to lack mechanical ventilation.

In reviewing the program with the staff, they indicated great need for flexible space arrangements which can be adapted to groups of varied size. Such changes would not overcome the small space per pupil which is available in classrooms.

The gymnasium also appears to be a problem since as many as 100 students are in there at a time after lunch. The staff recommends that a new two-station gymnasium be built. If so, consideration should be given to using the old gymnasium as a multimedia center. It is the right size and in the right location.

The building has many deficiencies. The available choices appear to be:

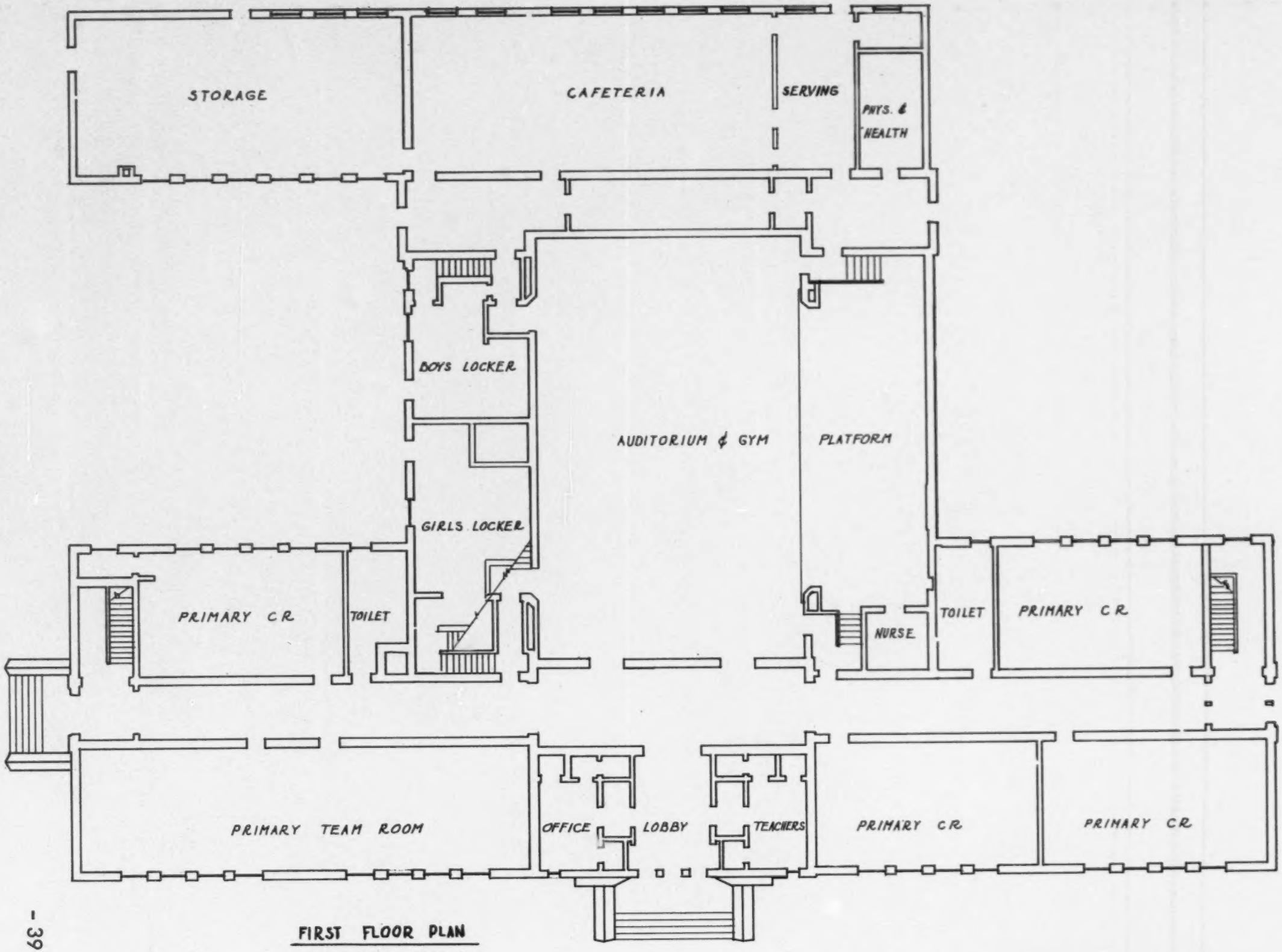
a. Building a new school and phasing out the old

b. Renovating and adding to the old, or

c. Providing a minimum of improvement now and tackling major improvements at a later date as the area starts to develop

The conclusion reached as part of the overall picture discussed in the next chapter is to provide some minimum improvements at this time. Suggested alternatives include the following:

- Expand the library to include half of the classroom to the south
- Use the other half room for reading instruction
- Partition the storage area south of the cafeteria for a music room
- Add classroom and kindergarten north of cafeteria
- Level bleacher area and convert to art use
- Convert art room to specialist space
- Dispose of temporary classrooms



FIRST FLOOR PLAN

SCALE

TRUXTON CENTRAL SCHOOL
TRUXTON NEW YORK

ROOF

ROOF

BLEACHERS

UPPER AUD.- GYM.

3RD. GRADE CR

GIRLS

WOMEN

SUIPLIES

BOYS

4TH GRADE CR

3RD GRADE CR

LIBRARY

LIBRARY WORK ROOM

ART ROOM

5TI GRADE CR

6TH GRADE CR

I-40

SECOND FLOOR PLAN

SCALE

TRUXTON CENTRAL SCHOOL
TRUXTON NEW YORK

Junior-Senior High School

Both junior and senior high school students occupy a single structure. Academic classrooms for senior high school students are in the north wing; junior high school students are in the south wing. Shared facilities lie in the area between them.

Year constructed:	1950
Additions:	1962 - South wing and vo-ag shop
Site size:	21.5 acres
Grades housed:	7-12
Enrollment 1969:	1,383

The school site faces Southwest Street (Route 281). The building is located on generally level land at the western edge of Homer Village. Land nearby is generally residential although there is a retail furniture and gift outlet nearby. Route 281 is heavily trafficked. The junior high school wing, closest to this road, gets some traffic noise.

The building contains 27 classrooms, 2 large group rooms (50, 63), 7 science rooms, 2 music rooms, 2 art rooms, 1 language laboratory, 5 home economics spaces, 3 shops, a vocational agriculture shop, 2 business machines rooms, 1 study hall, 4 gymnasium stations, 2 cafeterias, 2 libraries, and an auditorium. The capacity of the building is estimated to be 1,145. The state rated capacity for the building is 1,150.

Regular classrooms are generally satisfactory. They are divided equally between the north and south wings. The large group rooms are capable of holding two class groups at one time. However, they are too small to permit full scheduling of two groups to the room as they would not provide the acoustical or visual privacy necessary for two groups to be taught different things at the same time.

Only four of the seven science rooms are large enough. Rooms 245, 246, and 249 are too small for programs with extensive student experimentation.

The music rooms are satisfactory. Normally, the instrumental room would be located in close proximity to the stage entrance for convenience in moving instruments back and forth. While the present instrumental room is located on a lower floor, there is a stair nearby for access to the stage.

The high school art room is too small. The large storage wall eats into the available space; perhaps part of the wall should be removed? The junior high school art room is satisfactory. If the state program is followed, grades seven and eight alone would use two rooms almost full time. These rooms can accommodate up to 25 students. One of the classes is as large as 36 students. This is one of the areas in which overcrowding is definitely felt.

The language laboratory in the senior high section is satisfactory. Thirty student positions have been provided. It would be best if every language classroom had some record and playback equipment.

The home economics area consists of a family living room unit, a foods unit, a nursing unit, a small classroom, and a sewing unit. The foods and sewing units are full sized, while the other three rooms would be useful for small groups.

There are three shops. As pointed out in the case of art, the junior high group alone could utilize two shops nearly full time. As enrollments grow, space needs in this area will become more pressing. No space is available for a power mechanics program. Room 144, one of the regular classrooms, is equipped for mechanical drawing instruction. The vo-ag shop is excellent. In general, present crowded shop conditions limit electives in shop by pre-engineering students.

The business education department has a business machines room and a typing room. They also need a shorthand laboratory. Students proceed at different speeds and need individual tapes. As a minimum, three record players with eight stations each should be used. Presently these are in room 218. However, secretarial and office practice classes use room 218 all of the time. When a new business laboratory is set up, attention should be given to wiring; when the business machines are operating and ceiling lights in use, a movie projector sometimes trips the fuse.

Room 204 is a large study hall with about 100 seats. It is superior to the auditorium for study purposes, but not as flexible as a library-resource center. Its location next to the high school library is advantageous.

There are two libraries in the building. Neither one is adequate in size for the kind of program that is developing elsewhere and for the kind of program foreseen by the Homer teachers.

The entire direction of curriculum change is toward individualization. Each pupil is no longer expected to have exactly the same experiences as another. Teachers, particularly in English and social studies, are turning toward nontextbook sources for many of their materials. In turn, pupils need a place in which to work where a variety of materials are available. For this reason, the concept of the library has been expanded to include filing and cataloguing tapes, films, filmstrips, records, microfilm, and a host of other items which have a form and use differing from a book. In addition to storing and cataloguing this material, the modern library needs a place where it may be utilized.

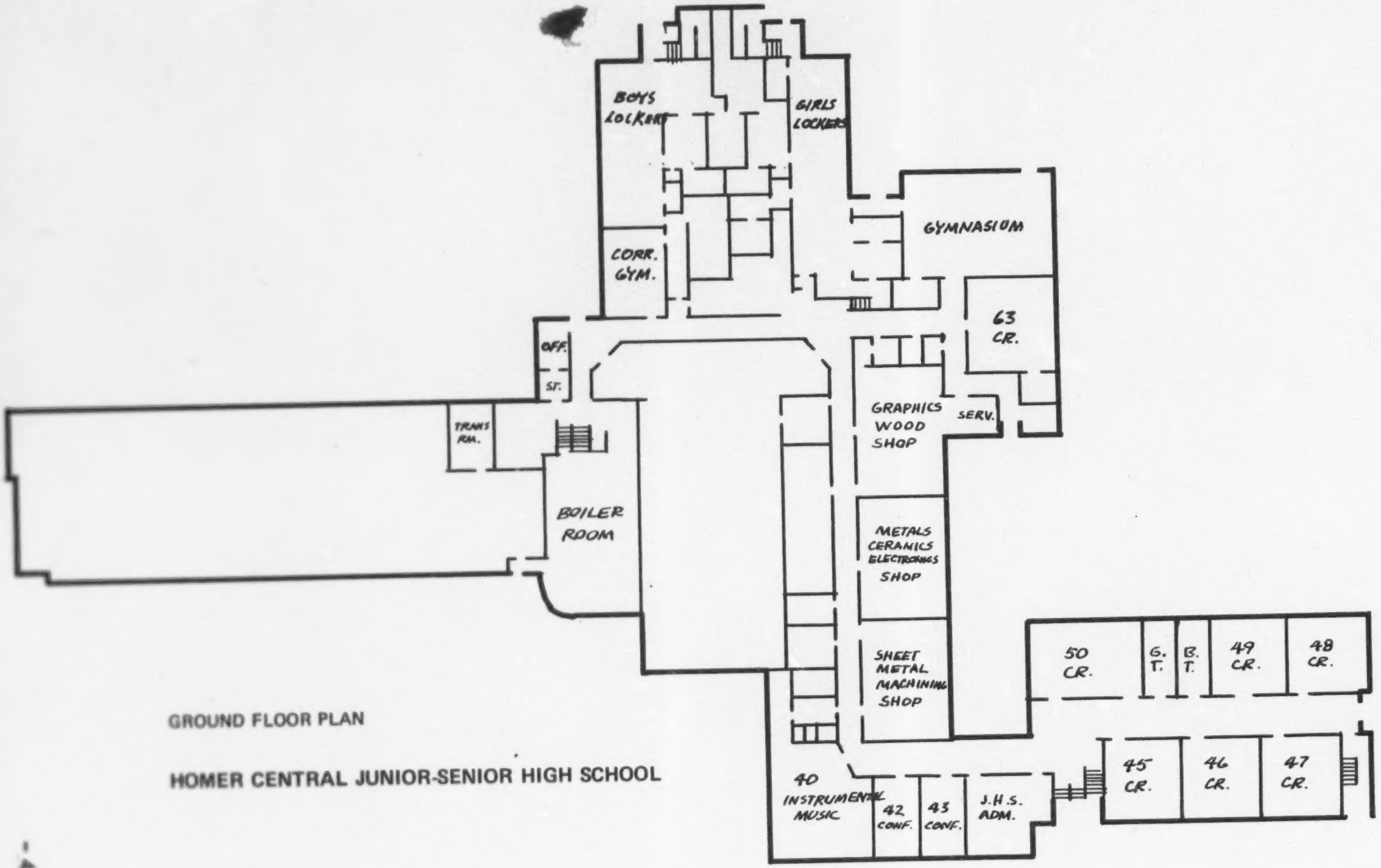
The net result is that more materials and a greater variety of materials need to be organized in a library. More space has to be provided for pupils to use materials of all types; this space includes conference-type space for team projects and individual study carrels. There still also will be a need for conventional reading and reference work stations.

There are four gymnasium stations. The corrective gymnasium is small and only useful for small groups in selected activities. The divider in the main gymnasium provide two stations. The fourth station is in the junior high school gymnasium. Present stations are just adequate for the present population at three periods a week. They would be inadequate if the state-recommended 5-period-per-week program were followed.

The school has two cafeterias. The kitchen is located between them. Present seating capacity is adequate for about 400 per lunch shift in each of three lunch shifts.

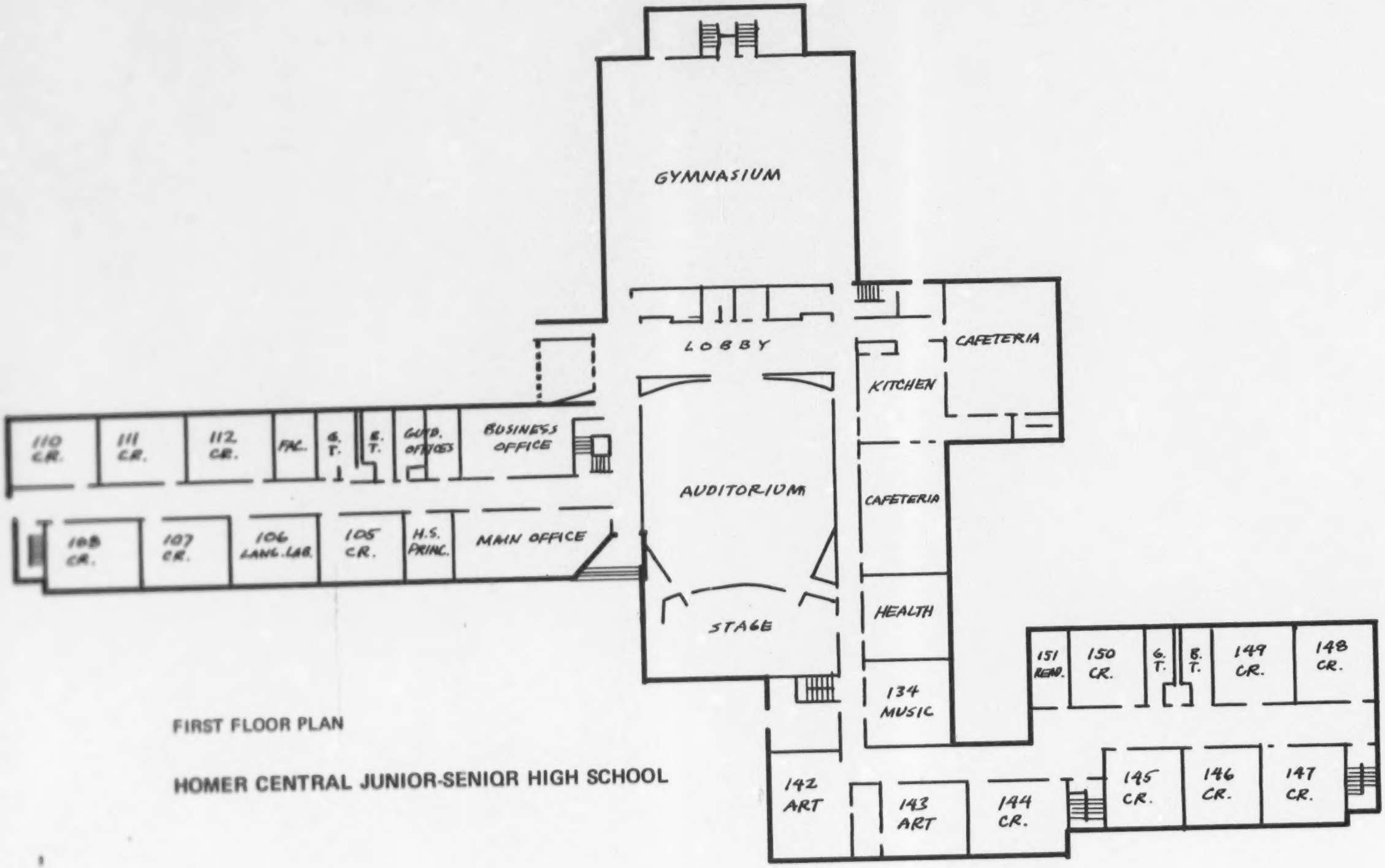
Air vents transfer air between corridors and classrooms. This would be a handicap in case of fire.

It appears, then, that this building could only be expanded with difficulty. Special purpose spaces are being used to the limit in several areas with the present total enrollment. The building is excellent and with some minor modification should serve the community for the foreseeable future.



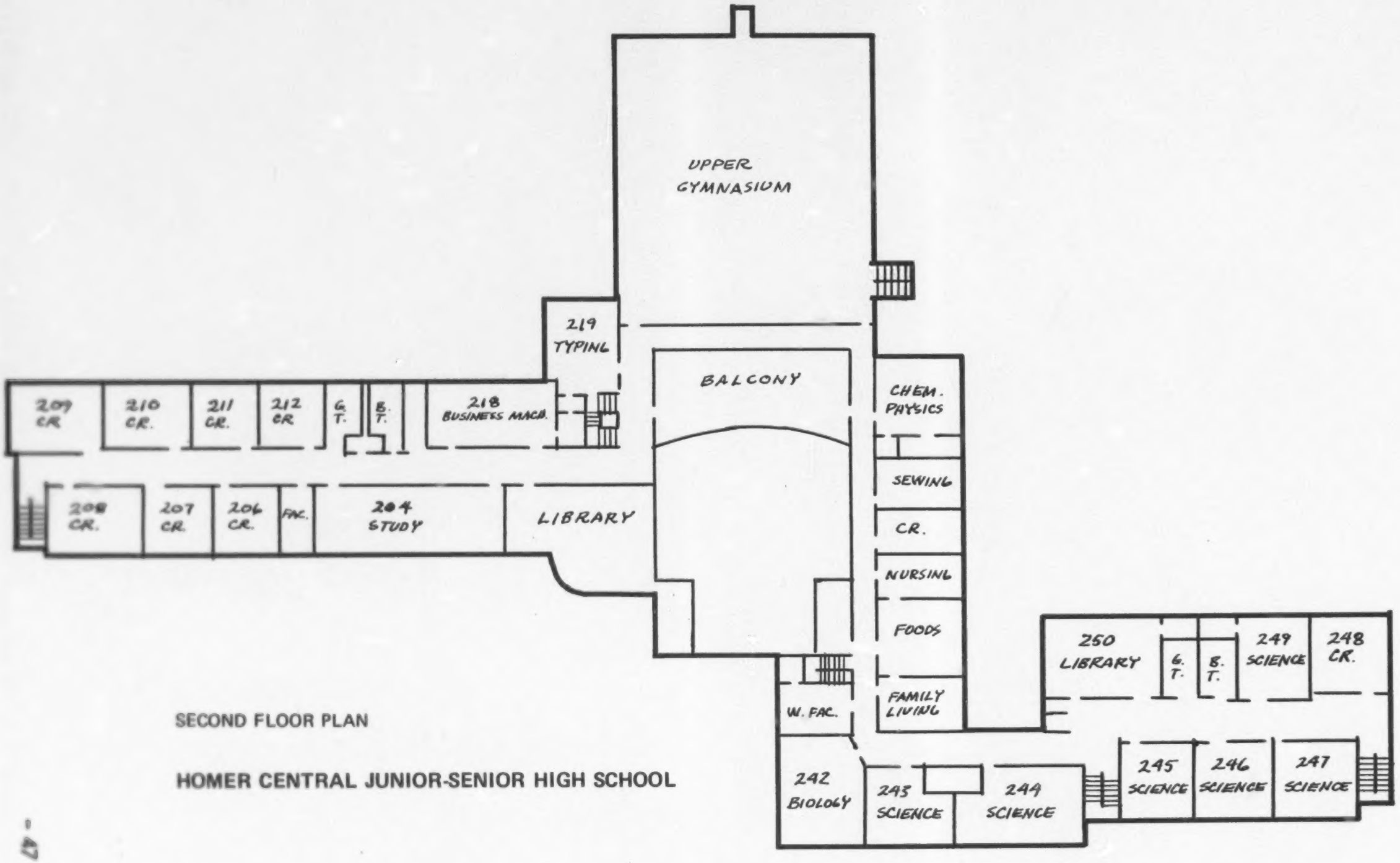
GROUND FLOOR PLAN

HOMER CENTRAL JUNIOR-SENIOR HIGH SCHOOL



FIRST FLOOR PLAN

HOMER CENTRAL JUNIOR-SENIOR HIGH SCHOOL



SECOND FLOOR PLAN

HOMER CENTRAL JUNIOR-SENIOR HIGH SCHOOL

III

ANALYSIS OF NEEDS

There are several background factors which need to be considered in reaching decisions about meeting the space needs of the Homer Central School District. First, there was an understanding that Truxton would continue to have a school after it came into the Central District.

A second assumption is that there is some flexibility in the assignment of students who have to be bused to school. That is, students who live part way between two buildings might be sent to either school. In brief, the present attendance assignment to the Truxton School has some flexibility.

A third assumption is that the grade levels at each school are not fixed, but flexible. Since research indicates little that would favor one grade level organization over another, the grade levels assigned to a given building may be adjusted so long as a reasonable and rational plan is developed.

Practically no schoolhouse construction of any scope can be accomplished in less than two years; this is based upon experience. A fourth assumption is that any solution of space needs in Homer should prevail for about five to six years after completion of the structure before any additions are required. Therefore, enrollments for 1977-78 will be compared with building capacities in planning for the future.

A comparison of the building capacity of Homer Elementary School (Homer Green) with the enrollments in kindergarten through grade three, as shown in Chart 4, reveals the necessity of space in Truxton to handle part of the student excess in kindergarten through grade three. However, by 1977, the capacity of both buildings will be 167 spaces short of what is needed.

It has already been pointed out that the building housing kindergarten through grade three at Homer Green should not be expanded beyond its present size. Therefore, to accommodate the children, Truxton must be expanded, a new school must be built, or the grade levels must be adjusted.

But, before reaching this decision, the situation at the middle school should also be reviewed. The intermediate school alone cannot accommate grades four through six (see Chart 5). By adding its capacity to that of Homer Elementary and Truxton Elementary, the total pupil space available will accommodate 1,900. The enrollments in kindergarten through grade six exceed that total now. The situation will get progressively more over-crowded until, by 1977, kindergarten through grade six will be lacking 352 spaces (see Chart 6). This excess, 352, amounts to a few more youngsters than the sixth grade will contain during that period.

Therefore, by moving the sixth grade out of the elementary schools, the present three elementary buildings can be made to serve (with certain modifications).

CHART 4

KINDERGARTEN THROUGH GRADE 3 ENROLLMENTS AND CAPACITIES

HOMER CENTRAL SCHOOL DISTRICT

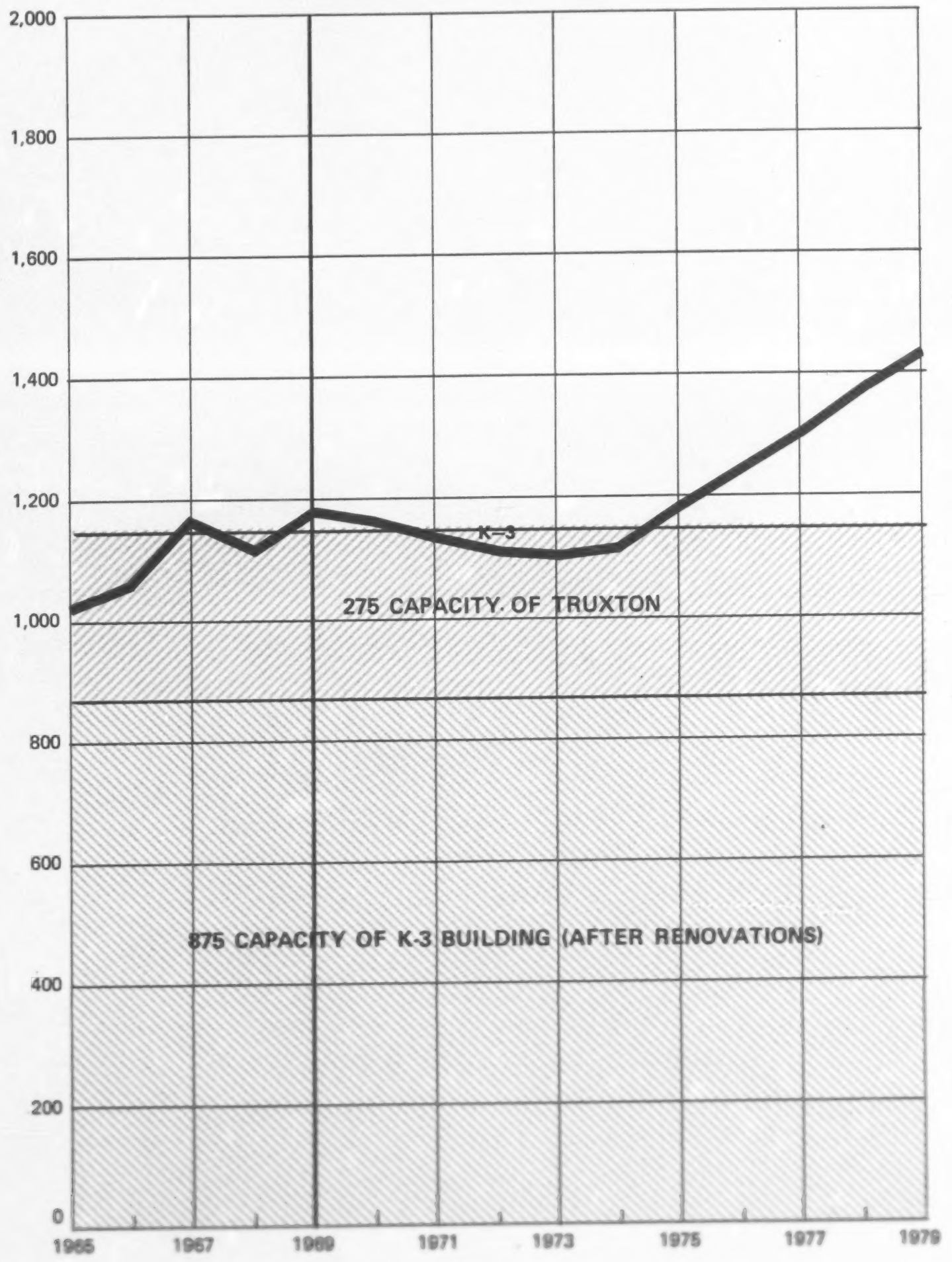


CHART 5

GRADE 4 THROUGH 6 ENROLLMENTS AND CAPACITY

HOMER CENTRAL SCHOOL DISTRICT

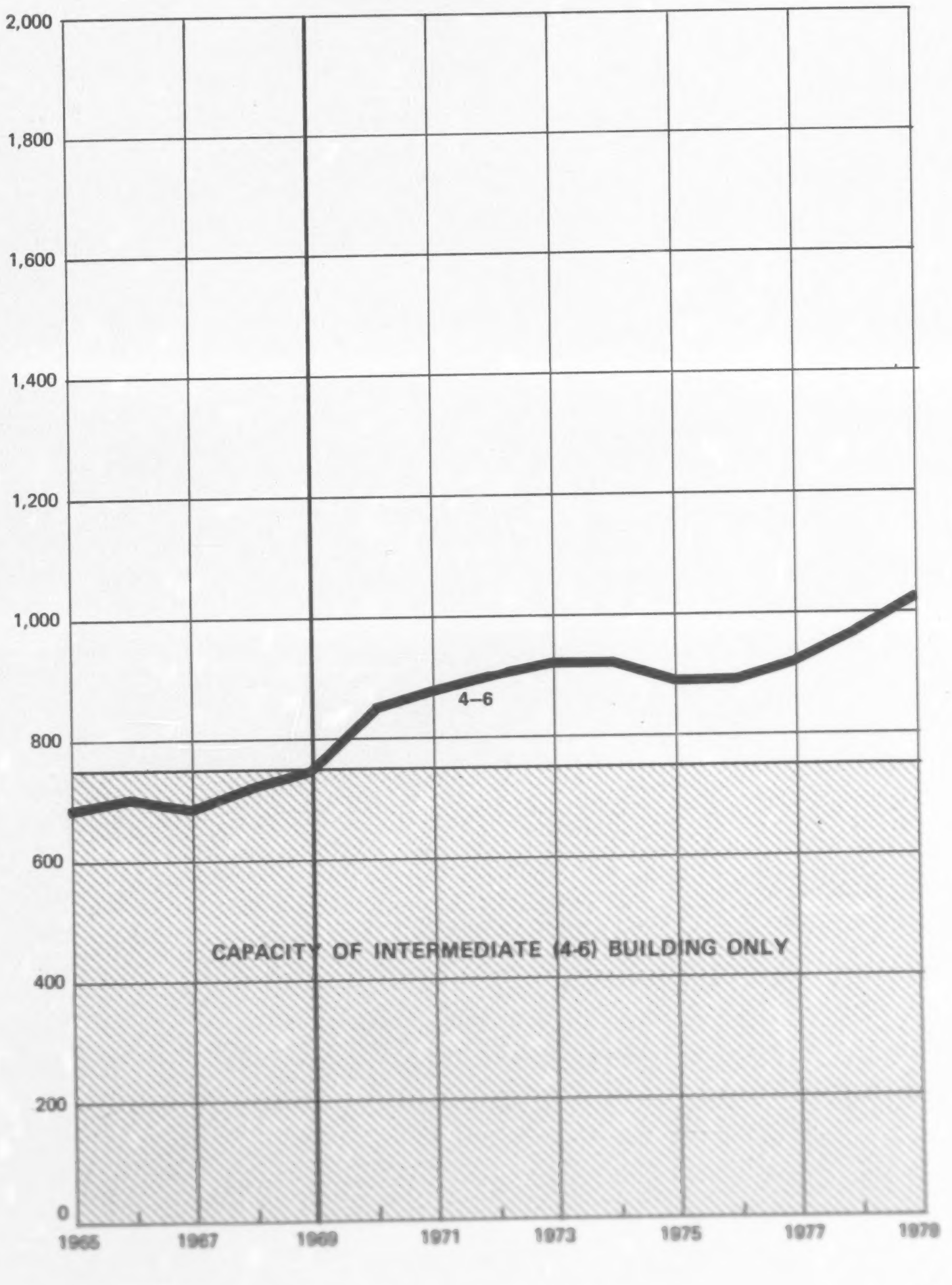


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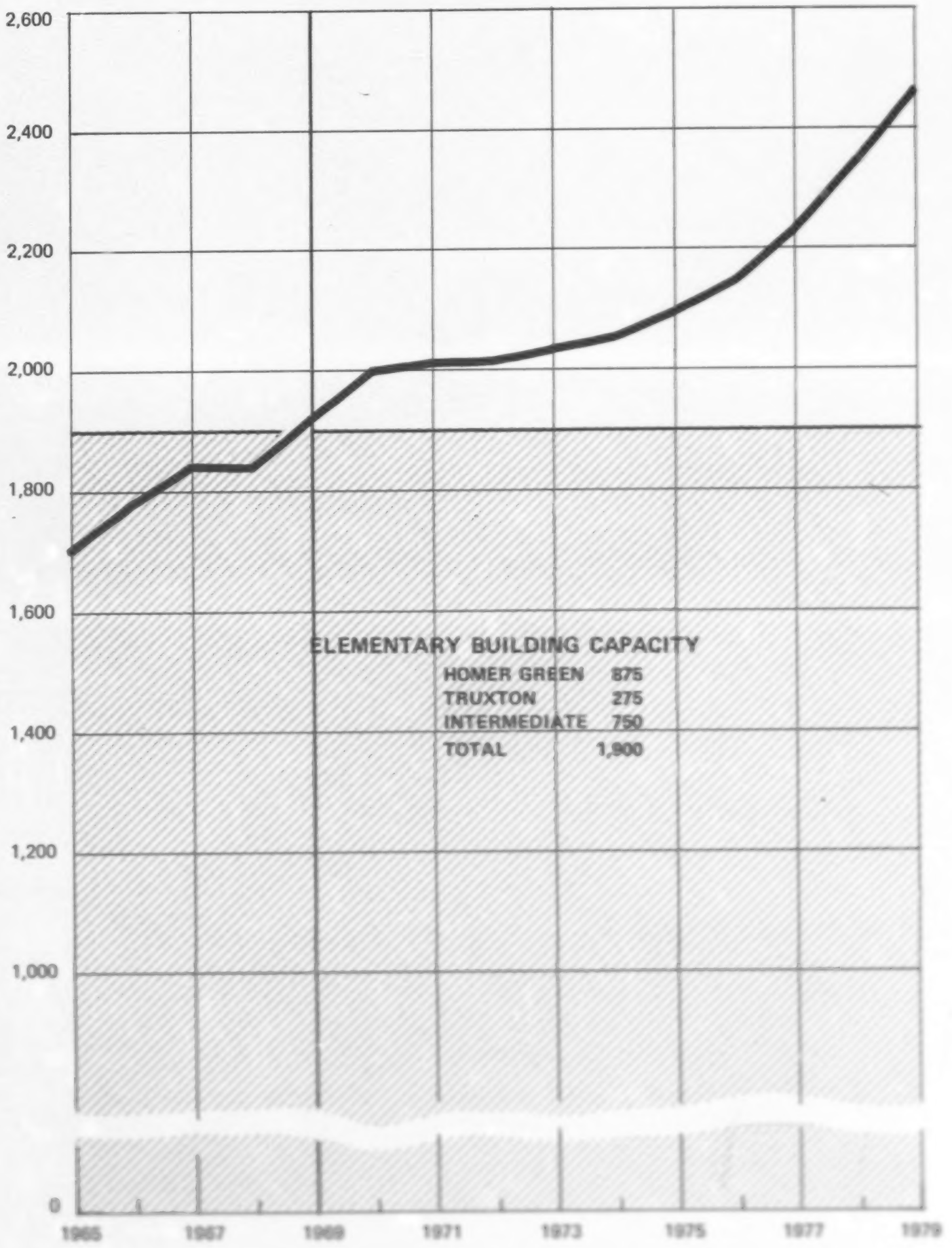
CHART 6

KINDERGARTEN THROUGH GRADE 6 ENROLLMENTS AND CAPACITIES

HOMER CENTRAL SCHOOL DISTRICT



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At the secondary level, the capacity of the junior-senior high school is 1,145. A review of the enrollment projections shows that the enrollments in grades seven through twelve exceed that figure now by 238 students, and that the situation will become progressively worse in the years ahead (see Chart 7). On the other hand, the enrollments in grades nine through twelve are not expected to exceed the present enrollments in grades seven through twelve during the entire projection period and will exceed the capacity figures by only 120 in 1977. For practical purposes, with a few renovations, the present high school building will serve for grades nine through twelve (see Chart 8).

From all of the foregoing, it appears that a new building for grades six through eight is needed. A review of the total projected enrollments for these grades indicates that a school for 1,000 students should be constructed (see Chart 9 and Table 7). Because of the pattern in which the school district is developing, a site north of the present school locations should be chosen. Our judgment concerning available sites is contained in a separate memorandum to the Board so that they are free to negotiate the best possible price for the taxpayers.

CHART 7
GRADE 7 THROUGH 12 ENROLLMENTS AND CAPACITY
HOMER CENTRAL SCHOOL DISTRICT

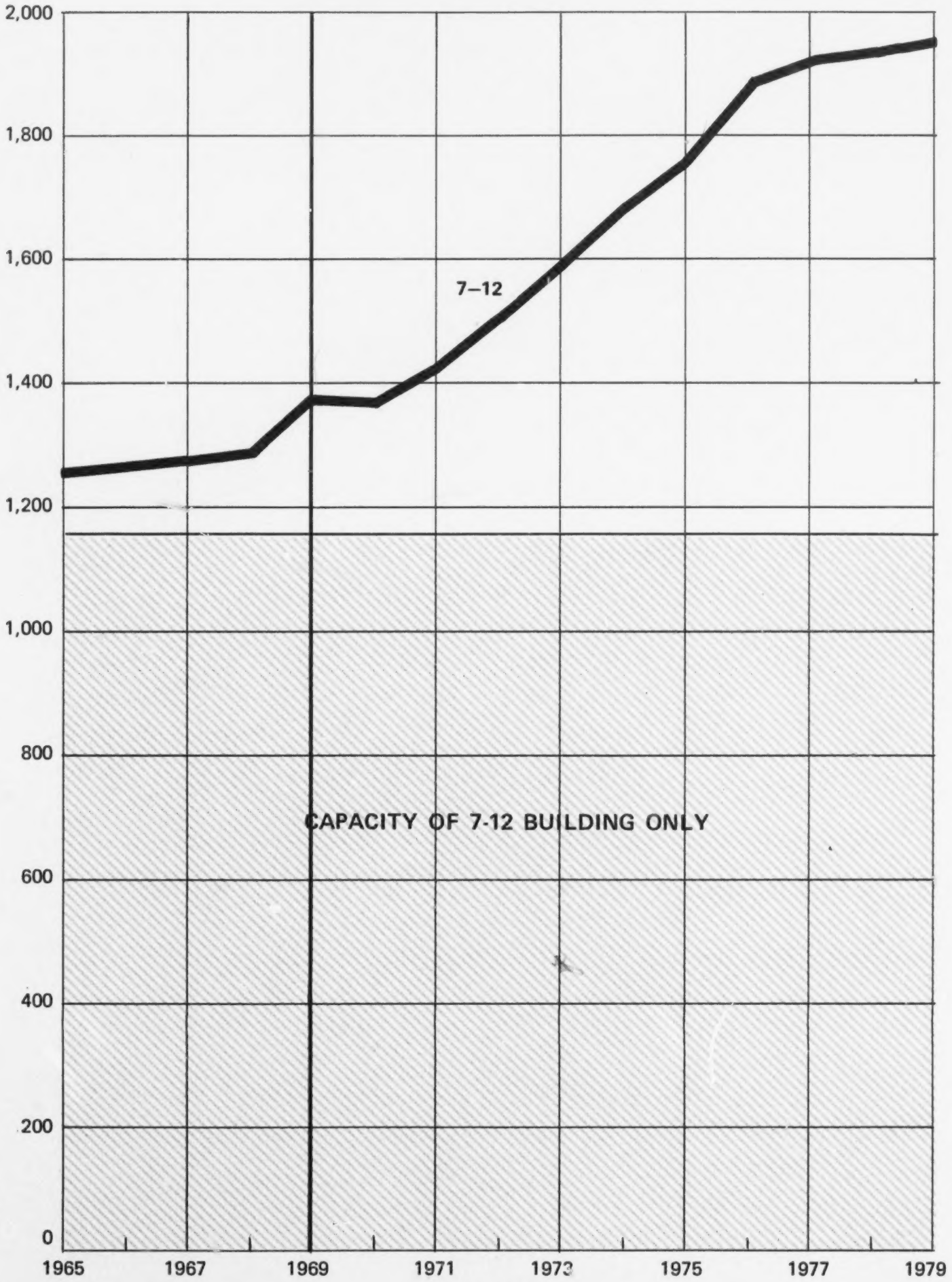


CHART 8
GRADE 9 THROUGH 12 ENROLLMENTS AND CAPACITY
HOMER CENTRAL SCHOOL DISTRICT

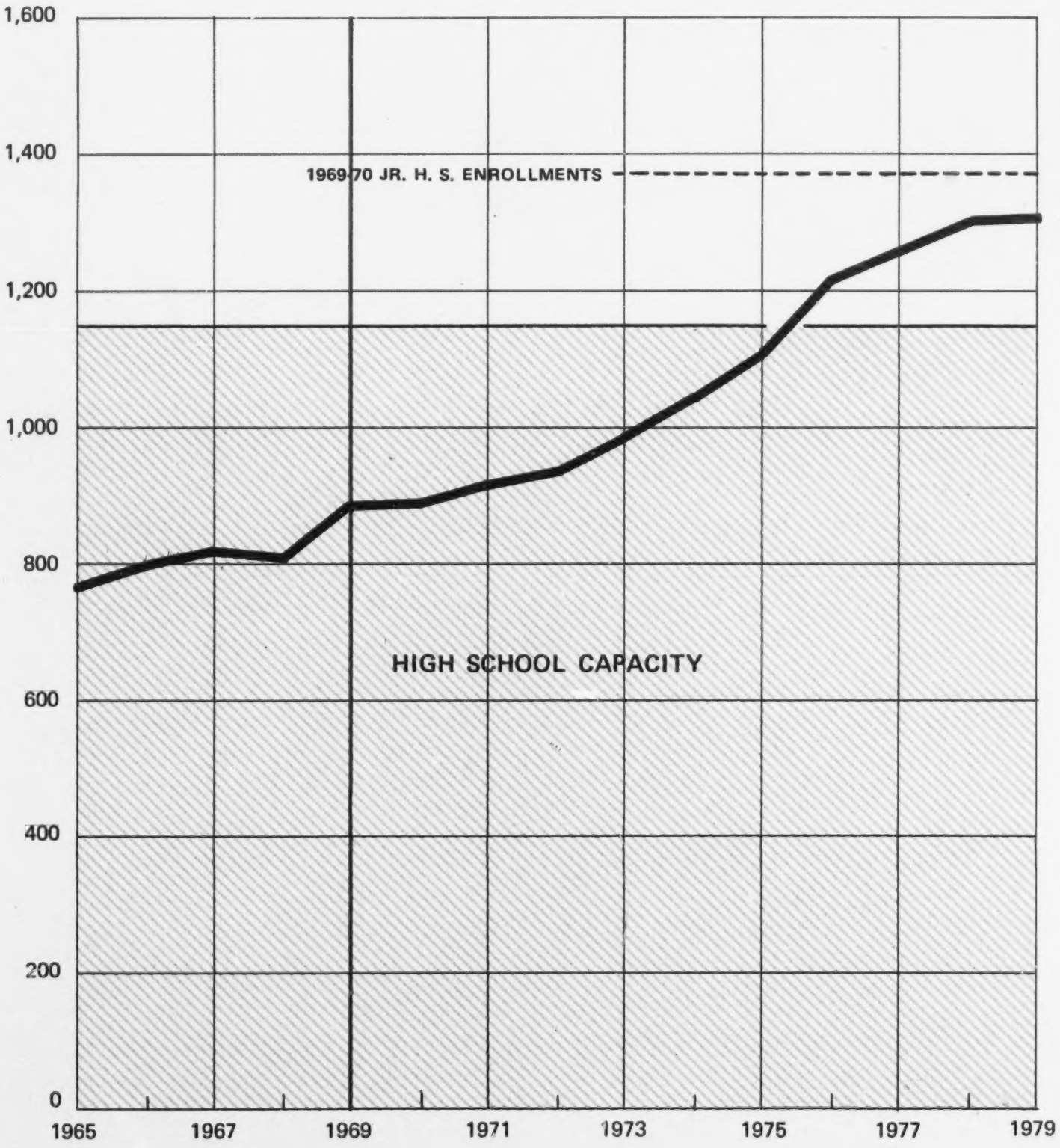
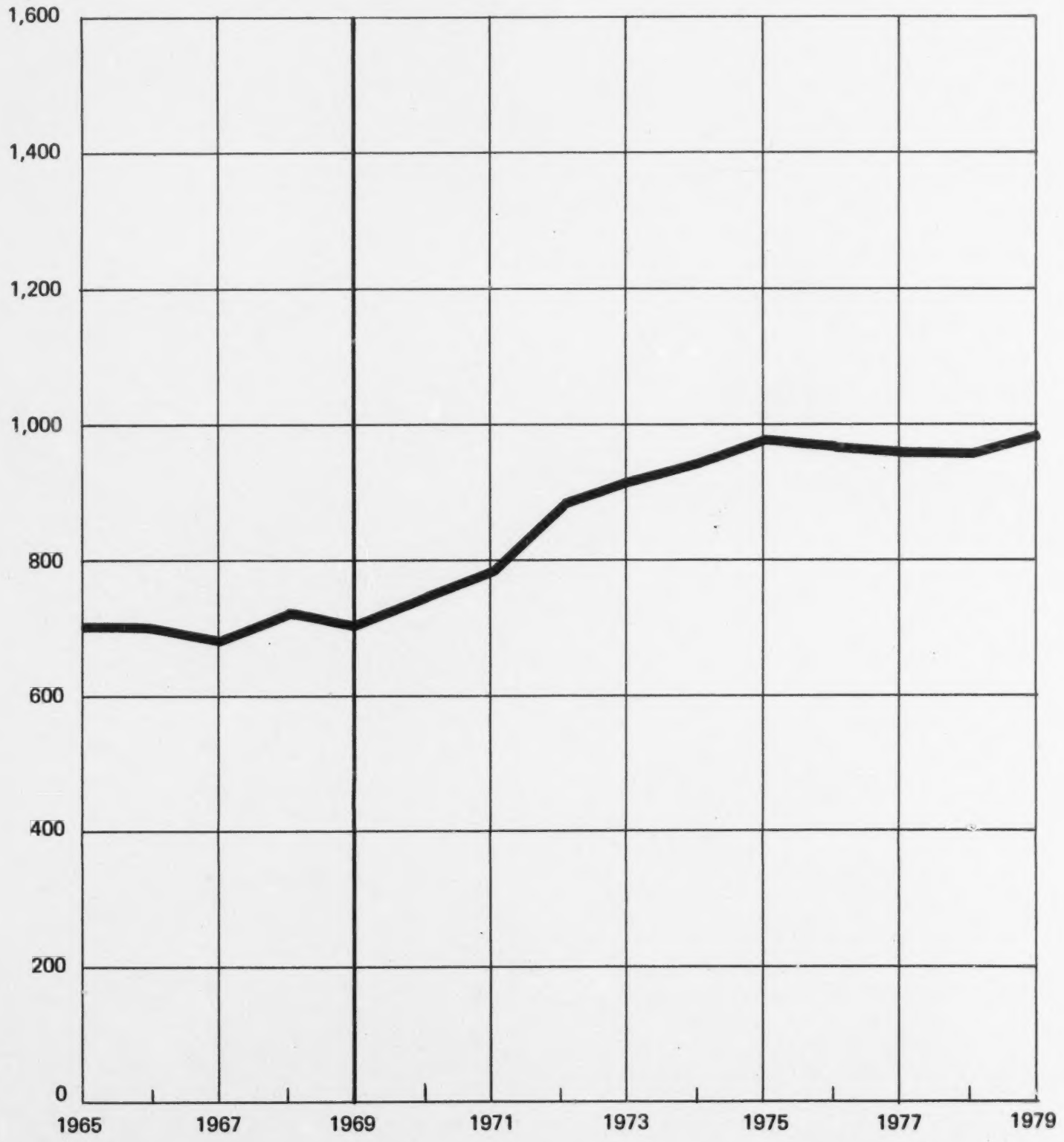


CHART 9

ACTUAL AND ESTIMATED ENROLLMENTS IN GRADE 6 THROUGH 8

HOMER CENTRAL SCHOOL DISTRICT



IV

RECOMMENDATIONS

The recommendations are as follows:

1. Reorganize the use of school buildings:

K-2	Homer Central Elementary
3-5	Homer Central Intermediate
K-5	Truxton Elementary
6-8	New school building
9-12	Homer Central High School

2. Remodel existing buildings as suggested in Chapter II. Convert high school for use of grades nine through twelve.

3. Acquire a site of 30 to 40 acres north of Homer Village.

4. Construct new building on new site. Design should house 1,000 students in grades six through eight.

Costs

Without detailed architectural drawings, no contractor would hazard a bid on renovations or new construction. Obviously, in estimating costs at this point of project development, figures are estimated within a very broad range. However, they should help establish the "ball park" size of costs. Median New York State construction* costs as of November, 1969, were $23.58 for elementary, $26.39 for junior high schools, and $23.20 for high schools. Estimates herein use $26 for elementary, $29 for junior high, and $29 for senior high costs. Renovations are estimated at half those figures.

*Per gross square foot of building area

Homer Central Elementary

Open rooms 221, 222. 1,900 square feet @ $13 per sq. ft.	$ 24,700
Use room 108 for music	0
Use room 218 for art. 800 square feet @ $13 per sq. ft.	10,400
Expand library into room 304. 700 square feet @ $13 per sq. ft.	9,100
Use room 116 for supplementary lunchroom	0
Use room 111 for kindergarten	0
Trial carpeting. 250 square yards @ $14 per sq. yd.	3,500
Repace intercom system	15,000
	$ 62,700
Fees and contingencies @ 12%	7,500
Total:	$ 70,200

Homer Intermediate School

Open up three classroom walls. Use Star dividers.	$ 9,000
Use rooms 214, 215, 216, and corridor for new library. 4,000 square feet @ $13 per sq. ft.	52,000
Convert audiovisual room for art use. 1,200 square feet @ $13 per sq. ft.	15,600
Make double classroom out of present library. 1,600 square feet @ $13 per sq. ft.	20,800
	$ 97,400
Fees and contingencies @ 12%	11,700
Total:	$ 109,100

Truxton Elementary

Expand library. 300 square feet @ $13 per sq. ft.	$ 3,900
Develop reading room. 300 square feet @ $13 per sq. ft.	3,900
Develop music room. 800 square feet @ $13 per sq. ft.	10,400
Construct new classroom and kindergarten. 3,000 square feet @ $26 per sq. ft.	78,000
Convert bleachers for art. 800 square feet @ $13 per sq. ft.	10,400
Convert art room for specialist space. 500 square feet @ $13 per sq. ft.	6,500
Replace intercom system	10,000
	$ 123,100
Fees and contingencies @ 12%	14,900
Total:	$ 138,000

Junior-Senior High

Expand library to include room 204. 1,500 square feet @ $14.50 per sq. ft.	$ 21,750
Convert library 250 to science room. 1,200 square feet @ $14.50 per sq. ft.	17,400
Equipment	13,000
	$ 52,150
Fees and contingencies @ 12%	6,250
Total:	$ 58,400

New School, Grades 6-8, for 1,000 Students

	Square Feet
Academic spaces. Some open, some conventional, some small group (including special education)	18,000
Science	6,000
Resource Center	6,000
Art	2,800
Typing	900
Health and Safety	800
Home Economics	2,700
Shops	4,000
Music	2,500
Physical Education	11,700
Food Service	6,000
Administrative, Guidance, Health Clinic	2,800
TOTAL NET AREA:	64,200
TOTAL ESTIMATED GROSS AREA:	96,300*

*The median gross area per student in 1968-69 for a middle school in New York was 95.3 square feet per student

Site acquisition		$ 75,000
Construction. 96,300 sq. ft. @ $29	$ 2,792,700	
Site development, equipment @ 15%	420,000	
	$ 3,212,700	
Fees and contingencies @ 10%	321,300	3,534,000
	Total:	$ 3,609,000

Table 9
TOTAL ESTIMATED COSTS

School	Costs
Homer Central Elementary	$ 70,200
Homer Intermediate	109,100
Truxton Elementary	138,000
Senior High School	58,400
New School, Grades 6-8	3,609,000
Total:	$ 3,984,700

The amount to be raised locally will depend upon state aid. At the present time, with median middle school costs at $23.10, the middle school would have cost $2,224,530. State aid for October, 1969, was $2,108 for sixth grade and $3,073 for seventh- and eighth-grade construction. Allocating one-third of the school to each grade, the aid would have been $2,721,655 times the aid ratio of 0.67 plus an additional 25 per cent because of recent centralization. This would amount to $2,279,386. In brief, one might expect the construction costs of the new school to have been paid by state aid.

In terms of future costs, one might assume that at least 2.8 million dollars will be paid by state aid. This would leave roughly $800,000 to be raised by local taxation for the new school for grades six through eight. Some aid for the Truxton construction is also possible. The total to be raised locally might amount to 1.14 million dollars amortized over a suitable number of years. This financial outlay is within the financial capability of the district.

On a 30-year bond issue, the principal to be retired yearly would be about $38,000. The average debt service would be $73,340 with interest at 6 per cent. Without renovation of existing buildings on a 30-year bond issue, the principal to be retired yearly would be a little less than $27,000. The average debt service at 6 per cent interest would be about $52,100. When considering the effect of these sums upon tax rates, it must also be remembered that new enrollments will take place due to new construction and, hence, new ratables will be created.

Timetable for Action

May, 1970	Proceed immediately with plans for a new building for grades six through eight for 1,000 students, and for expansion and renovation at Truxton.
Fall, 1970	Proceed with plans for other renovations.
Fall, 1970	Request public approval of bond issue for appropriate amount.
Spring, 1971	Commence construction of new school, some renovation.
Fall, 1972	Occupy new facilities. Start renovation of high school and other facilities which had to be postponed until students occupied new spaces.
Fall, 1973	Occupy renovated facilities.
1976	Initiate follow-up study of school space needs for the decade 1977-1987.